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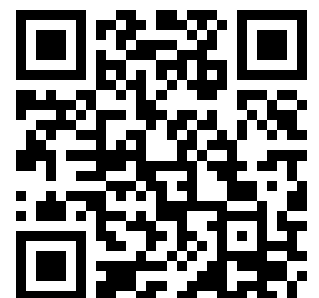
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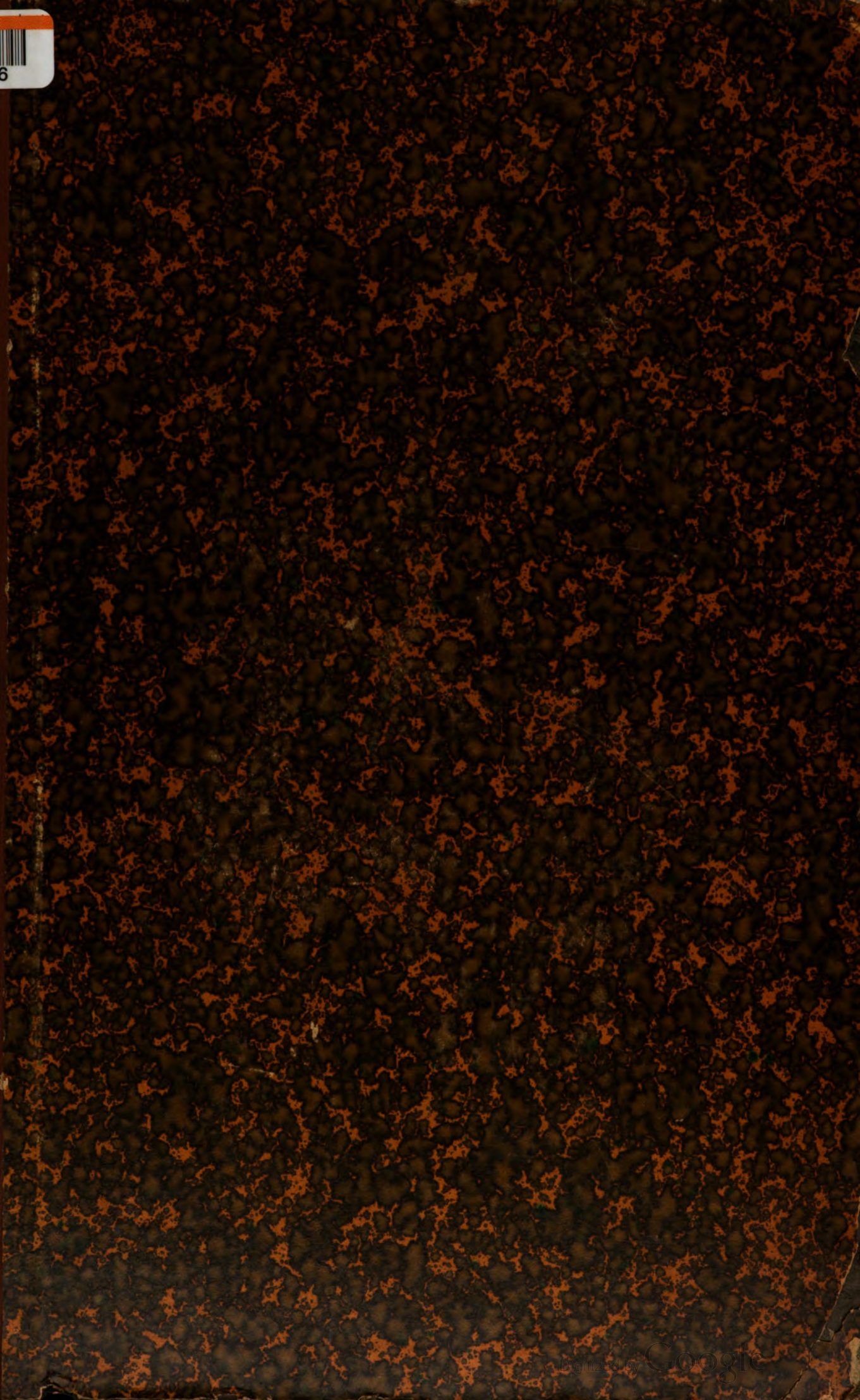
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OCCASIONAL NOTES.

OUR first Note of 1915 was a tribute to Earl Roberts, who seemed to us to realize even more than Nelson the ideal of Wordsworth's "Happy Warrior." Again instinctively we turn to Wordsworth as the greatest of England's patriotic poets, the best interpreter of the soul of England in this her darkest day, her "exultations, agonies, and love and man's unconquerable mind." As a mystic, a dreamer who dwelt apart, Wordsworth can never appeal but to the few, and even true Wordsworth-lovers like Arnold found in him mainly a soothing voice, a healing power—one who, in an age of weltering strife, put by the cloud of mortal destiny that others fearlessly faced. This is a one-sided view, and we have to thank Mr. A. H. D. Acland for presenting Wordsworth as an ardent citizen, an enthusiastic volunteer, a champion of liberty wherever threatened, "to whom, during another life-and-death struggle, love of country was a passion, and whose highest hope was that our country should stand for a noble national ideal in the world."*

THE last debate in the House of Lords on the teaching of patriotism did not come to very much. The Archbishop of Canterbury and Lord Selborne had no difficulty in demolishing the complaint that nothing had been done to teach children about the War and its causes. With Lord Meath's view that Whitehall should issue instructions to teachers about the inculcation of right feel-

ing we have little sympathy. The thought of seeing on a master's desk a *Manual of the Teaching of Patriotism, compiled by Officials of the Board of Education*, makes our blood run cold. We would much rather leave it to the masters and mistresses. Officialism might stir up the few laggards, but would probably damp the zeal of the forwards. The feeling of the working classes is sound enough, witness Canon Swallow's tribute: "There is as much loyalty and eagerness to serve in the schools of Bethnal Green and Bermondsey as in Eton and Wellington College." Nor do Lord Selborne's platitudes about knowledge and character help us much. A remarkable event, which happened shortly after the evening of the debate, proved how thin such platitudes are. That event was the Merthyr election, which showed that what the nation needs in this particular conjuncture is not character, but knowledge and understanding. Since the working man has understood what the War is, he has been as ready as any one to do his duty. We have heard enough of the false patriotism taught in German schools, the lying professors and the tuned pulpits, and nothing is gained by enforcing these too well founded charges. The Board's advice to teachers to "inspire respect and sympathy for other nations" is more than ever needful. Had we had more respect at least for the virtues of the Germans, and more appreciation of their finer qualities, many things in this War might have been different. And sympathy and respect are impossible without knowledge.

LACK of knowledge is one of our great defects; lack of discipline is another. Observe the following passage from the newspapers:—"Questioned at a meeting of Hampshire agriculturists, Lord Selborne said he already knew that indescribable carelessness had been shown on the part of recruiting officers." These officers are presumably patriotic people, who would fall under no condemnation from Lord Meath and Lord Sydenham but whether their laches has not done more harm to the country than the Welsh coal strike, who shall say? Accuracy is a virtue which is at present at a discount in the schools of to-day. A wrong answer matters little so long as the method of working the sum is right. It is unfortunate that teachers seem so little alive to national defects, and that movements in education are so little directed towards curing them. We do not expect to hear much about discipline and knowledge at the January meetings. We shall probably hear a great deal more about the cultivation of individuality, which is, no doubt, one of the principal ends of education, but is not particularly what the Englishman wants. The Englishman is always ready enough to insist on his individuality; what he needs to learn is how to sink it when necessary, and how to do dull work thoroughly without showing "indescribable carelessness."

IT is satisfactory to learn that, in the case of teachers employed in any school or institution aided by grants from the Board of Education, effective arrangements will be made by which in any appeal from a local tribunal the Board will be consulted and have an opportunity of submitting its recommendations to the Central Committee before a decision is given. Further, as regards teachers who have been attested, the Board of Education will, through its Inspectors or otherwise, be freely con-

* *The Patriotic Poetry of William Wordsworth.* A selection by the Right Hon. A. H. D. Acland (Clarendon Press).

sulted by the Advisory Committees which have been set up to assist the local military authorities in determining whether individuals should be called up or should be regarded as indispensable and not called up. This provision should serve as sufficient protection against the unmanning of elementary schools and of the majority of secondary schools. Might not the same kindly offices be discharged by the Registration Council in the case of private teachers and others not within the purview of the Board of Education?

THE London Chamber of Commerce is appealing for contributions in support of its Commercial Education Department, and the Secretary, Mr. C. E. Town, sends us an open letter treating the relative positions of England and Germany as regards the world's commerce before and during the War. He shows by pertinent instances how in recent years the German has succeeded in monopolizing new fields of trade and commerce, as in the Argentine; and in threatening to oust the Englishman in old fields, as in India, thanks mainly to his superior education and special training. He shows, moreover, how, thanks to our Navy, German trade has decreased almost to the vanishing point—from eleven millions in the United States to £400,000 in the course of a year. This is a trite topic; but he also points out, what is apt to be overlooked, that Germany, apparently engrossed in the War, is all the while pursuing its preparations for annexing the commerce of the world. For example, it has sent seventeen of its professors to the Constantinople University to learn Turkish. It is indeed a remarkable fact that in the twenty years since the Chamber of Commerce instituted its commercial examinations the proportion of foreigners employed in British city houses has decreased from 55 to under 5 per cent., but the Chamber must not claim the whole credit. We have in England already too many examinations, and Bradford, with its humble school for waiters, has shown a more excellent way.

A CURIOUS illustration of the ineffectiveness of our system of elementary education occurs in an article in the *Times*, signed "A Yorkshire Tradesman." One reason, he says, why the last War Loan did not appeal to the working classes was that they failed to understand the terms used in the advertisements—"scrip vouchers," "stock certificates," "consols," "bonds," "percentages." The first two words might well puzzle them, but the others are plain enough. The statement certainly gives food for reflection. Arithmetic is one of the strong points, perhaps the strongest point, in the work of the elementary schools. North country people are generally supposed to be specially good at mathematics. Yet Yorkshiremen could not understand the simple terms on which they were invited to lend money to the country in its need. Distinguished people have charged them with want of patriotism, but a competent authority tells us that what they really lacked was knowledge and intelligence. We do not infer that the Yorkshire teachers are to blame; it is rather the system which cuts education short at fourteen that is at fault. These mechanics probably knew about "consols" and "percentages" when they left school, but they have forgotten what they learnt, and their minds have been made dull and unresponsive by monotonous toil. The moral is the need for continuation schools.

THE Governors of Bradford Grammar School have advertised for a head master at £1,000 a year. We do not consider the figure excessive, but we should like to know what are the next highest salaries paid in the school. The usual rule is that the remuneration of the most highly paid assistant master is fixed at about one-third of that of the chief. The result is inevitable—able men cannot be found for such posts, and the organization of the staff suffers. The head master of a large public school is too often in the position of a general of division without adjutant, quartermaster, or brigadiers. There are no assistants, except perhaps the head of the modern side, who are in any position of real power. Even if men are appointed as superintendents of the lower forms or organizers of the work in certain subjects, they are usually too nearly on a level with their colleagues to be able to assert their authority. Naturally so, seeing that position and salary are so little differentiated. The consequence is frequently chaos. The writer of this note can vouch for one public school where a few years ago some masters on the modern side were teaching languages by the direct method, and others by the old grammatical method. Our War Office has at times been a masterpiece of inefficiency, but not even the War Office has ever allowed the army to use two drill books at the same time.

AN interesting correspondence has been going on in the *Times* on the subject of commissions for school-boys. "A Public-School Master" led off by arguing that it was a mistake to take boys away from school at seventeen and seventeen and a-half, and put them into a position for which the great majority were not fit; Canon Swallow, in answer, spoke of "the school for discipline in the trenches"; Mr. Fletcher, of Charterhouse, had a word to say about the youngsters who had been invalidated home; Canon Waterfield followed on the same lines; Canon Wood, however, thought we kept our boys in leading strings too long, and quoted the practice of earlier times, and Major-General Tulloch backed him up. It is noticeable that ex-head masters supported the youthful aspirants and acting head masters opposed them. It makes us think that their natural dislike to losing their best boys counts for a good deal in the attitude of the latter. It seems to us a question on which no general rule can be laid down. Many lads of seventeen are fit, physically and morally, for strenuous work and responsibility; many are the reverse. Much also depends on the amount of training a youngster gets before going to the front, and on this point practice varies, and we imagine must vary, a great deal. Adherence to a fixed rule would no doubt save head masters some trouble, but we had always imagined that hard-and-fast regulations were just what public-school masters disliked most. The leaving age in a German *Gymnasium* is (or was) much higher than in an English public school. On the other hand, E. E. Bowen, of Harrow, a leading authority, held that boys stayed too long.

LOOKING at the question broadly, and without any particular regard for the conditions of the moment, we have no doubt that many boys are kept at the public schools too long. Very much to the point was an article by another "Public-School Master," which recently appeared

Organization of Large Schools.

Commerce after the War.

Commissions to Schoolboys.

The Results of Elementary Education.

The Boy in Action.

in the *Westminster Gazette*, the text of which was a sentence in a letter from an old pupil: "We can soldier much better than we could ever work." The pupil might have put it more broadly: "We can act much better than we could ever learn." The master states it in psychological terms: "Such boys are quick and intelligent when it comes to the sort of thought which has to be immediately transformed into bodily action, or directing those actions on the part of others." And he goes on to argue that the best curriculum for such boys would be the study of agriculture, or engineering and military tactics, that they should learn foreign languages for practical purposes only, and read English literature for culture, not for scholarship. The general principle is, we believe, quite sound. The boy of whom the writer speaks is a characteristic English type, and a most valuable element in our race. It is this kind of lad who has made, and is making, the Empire. He demands our attention just as much as the budding scholar or scientist. He is fine raw material; we ought to make the very best of him. We would add that the problem is raised not merely by the difficulty so many boys find in studying books; it depends quite as much on the law of mental development, that to every human being there comes a moment when the capacity for learning is exhausted, and an imperious demand for action takes its place. It may be fourteen, sixteen, eighteen, but, except to the few who are students by nature, it is bound to come, and then the schoolmaster's work is over.

THE Vice-Chancellor of Leeds University contributes a pregnant article to the last Educational Supplement of the *Times*. He begins with a tribute to the great merits of German education. It is refreshing to find one man who is courageous enough, amidst all the cheap denunciations of the press and platform, to insist on the merits of the German system, while he is clear-headed enough to understand its defects: one educational leader who sees the beam in our own eye as plainly as he sees the mote in our neighbour's. On the intellectual side, says Dr. Sadler bluntly, British education is feeble compared with German, though less markedly so in Scotland than elsewhere in the Empire. Our weaknesses are the absence of an exacting standard in the training of the mind, uninstructedness of parental opinion, failure to develop second-rate intelligence (the opposite is a strong point with the Germans), inertness of mind towards science, and neglect of the social virtues, of infant life, and of thrift. Our fundamental need is a strong statesman devoted to educational reform, with a great body of public opinion behind him. The problem is how to get intellectual keenness into English life without interfering with the Englishman's energy, pluck, and independence of character. It is a weighty utterance, coming as it does from one whose knowledge of British and German education is probably greater than that of any man living.

WE have been analysing the list of speakers announced for the combined Conference of Educational Associations at the University of London, and the results are rather curious. The names of forty openers are given on the program. Of these only eight appear to be teachers in schools. The others are University professors, officials, secretaries of societies, lecturers in train-

ing colleges, and "miscellaneous." We have discovered the names of three assistant masters, one assistant mistress, and one head mistress of an elementary school. Possibly our analysis is not correct to the last figure, for there are a few names which are unknown to us, and to whom no description is appended, but it cannot be far out. Eleven chairmen or presidents are also announced. Of these two appear to be schoolmasters, one of whom is an art master and the other the principal of a private school. Amongst the remainder are a bishop, a canon, a lieutenant-general, two professors, two education officials, a retired colonial statesman, and an architect. Of the heads of public secondary schools we can find no trace.

WE have frequently insisted on the value of fresh air in the schoolroom for teachers no less than for taught. Teachers, going year by year over the same old ground, continually in contact with immature minds, and brought little into touch with the outside world, are only too likely to become "groovy," wooden-minded, and oblivious of public opinion. They need all the intellectual stimulus they can get, and addresses and lectures by eminent men are a valuable form of stimulus. We have not the slightest desire to shut the doors of our Conferences against bishops and generals, still less against professors and officials. We have never held the hard and narrow view that education is the business of teachers and of no one else. But when we see that of the persons in the front row at what is supposed to be a meeting of the scholastic profession about four-fifths are laymen, we are inclined to ask what has become of the teachers, and their claim to the authority of a learned profession. Their function in the rooms of the University of London will be apparently to "make a house." They will be there like good children—to be seen and not heard. Their position amounts almost to an abdication. The general public may be pardoned if they judge from the program that the Conference is not a professional gathering, but merely a means of providing a platform for various distinguished persons who are "interested in education." This is not the way for teachers to win respect for their craft or for themselves as a body. What would be thought of a meeting of the British Medical Association at which only one invited speaker in four was a physician or surgeon? We fear that in too many cases societies think more about a good "draw" and a large audience than about a businesslike discussion.

THE issue of a report by the Modern Language Association—or, strictly speaking, two interim reports—on the teaching of European history is a timely contribution to the discussion of a very important question. The authors do not, indeed, attempt to review the whole problem, but limit themselves to suggesting lines on which the modern language teacher can co-operate with the teacher of history, in whose hands the general responsibility for the subject must remain. The question is a complicated one, and here we can add only one or two remarks. First, we would say that no teaching of a foreign language which does not lead up to a knowledge of the foreign nation, its history as well as its literature, can be considered to have attained its end, except where the aim is purely utilitarian. In many schools probably little can be done to teach this history,

Dr. Sadler on
the Future
of Education.

Teaching of
Modern History.

The Conference
of Educational
Associations.

but where children stay at school till seventeen or eighteen something ought to be possible. Next, we must not attempt too much. It is strictly a case of cutting our coat according to our cloth. A systematic study of French or German history will rarely be possible. We should rather concentrate our efforts on great epochs, leading men, and the movements which have moulded the nation. Lastly, we need not be afraid of abridging English history to make room for some of that of other nations. There is much in the current textbooks which we could well spare. Complete ignorance about Perkin Warbeck, the Main and Bye Plots, the broad-bottomed administration, and even John Wilkes, would be a cheap price to pay for some knowledge of the Seven Years' War and the French Revolution.

WHETHER the language teacher agrees or not to leave the main responsibility to the history specialist, there is one point on which he ought to be emphatic. The history of a foreign country must be taught from the point of view of the people of that country, not from the English point of view; as a thing in itself, and not as an adjunct to our own story. To take an illustration. A boy usually hears a little about the Seven Years' War in the course of reading English history. But he hears about it only because this country was mixed up in it. England remains in his mind the centre, whereas the real thing needful is that he should be transported into a world of which Prussia is the centre, and that his mind should be concentrated on the Continental struggle. It is quite useless merely to tell him that the Continental struggle was extremely important. Generalities of that kind make no serious impression. The one thing that will make him feel its importance is detailed study, which will give him some sense of proportion. Nor must the language teacher forget that the spirit of a foreign nation can never be caught by reading English books. In history, as in literature, you can transfer fact and thought from one language to another, but you cannot transfer feeling—it dissolves in the process. Danton's orations in the Assembly, Frederick's speeches to his generals lose half their flavour when translated into English.

SCIENCE NOTES.

Mathematical Association. THE Annual Meeting of the Mathematical Association will be held on the afternoon of Wednesday, January 5, at the London Day Training College. Prof. A. N. Whitehead will deliver his Presidential Address, taking for his subject "The Aims of Education: a Plea for Reform." He will also present a paper on "The Allowance for the Earth's Rotation in the Theory of Projectiles." Mr. Palmer will describe the results of his inquiry into the degree of accuracy that may be expected in simple arithmetical work in boys' schools. It will be interesting to compare Mr. Palmer's results with Dr. Ballard's work on *Norms of Performance in Simple Arithmetic*. Dr. Ballard's investigations were made in London elementary schools.

Mathematical Tables for School Work. AT the above meeting, Mr. A. Lodge will invite discussion on the use of tables and on the desiderata in a book of tables intended for school use. This is a question which directly concerns teachers of physics and chemistry, and it is a pity that the time of meeting clashes with the visit of the Science Masters' Association to Messrs. Baird & Tatlock's glass works. There would

appear to be two aspects to the question—(1) the teaching of principles underlying the construction of the tables, (2) the use of the tables as a tool. Probably the first object—the understanding of tables—is best achieved by getting pupils to construct a few tables for themselves. In considering tables as tools, we would ask for tables of squares and reciprocals of numbers, as well as for logarithmic and trigonometric tables. We would have five-figure logarithms, co-logs, and antilogs. A conversion table for radians and degrees is wanted, and the trigonometrical functions should be given for each 10 minutes of angle, with an extra page giving each minute from 0° to 2° . Both natural and logarithmic functions should be supplied. There should also be a couple of pages, giving at one opening the principal constants used in mensuration, physics, and chemistry, with their logarithms. *Paterson's Tables* (Oxford University Press) might well serve as a model of typography, and we believe all the desiderata could be included in four dozen pages.

War-work in Schools. WE referred last month to the forthcoming discussion by the science masters of the modifications in the teaching of science in schools which may be desirable in order that war requirements may be met. We are now informed that Mr. C. L. Bryant has had opportunities of discussing the matter at the War Office, where the Director of Military Training welcomed the idea of giving to future officers some instruction during school in such topics as explosives, telephones, protection from poison gases, range-finding, &c. There appears every likelihood of useful schemes being devised and put into practice.

Science in Girls' Schools. WHILE it is probable that the effect of war on the boys' public schools will be to enhance the position of science, there is some danger that in girls' schools the science work may suffer. Certain Local Authorities, including the London County Council, are insisting upon reduction of teaching staff as a measure of War economy. We hear of a large school where this retrenchment will mean a class of thirty-five girls for laboratory work. Even if the improbable assumption be made that the laboratory is large enough, and the supply of apparatus sufficient, for such a number, all experienced teachers will agree that practical instruction of so large a number by one teacher must necessarily lose much of its educational value. Practically the class must be drilled, and heuristic teaching becomes impossible. In this connexion it is interesting to note that the Government of Ontario has just published a work on laboratory accommodation, in which it is stated that while England reckons twenty pupils to one teacher for laboratory work, the practice in the United States is to reduce the number to sixteen. We fear that for the sake of a small immediate saving, the training in science of girls in secondary schools will be seriously prejudiced.

How it Matters. THE general public and the daily press are not sufficiently aware that girls need science teaching. Perhaps the fact that much of the work is labelled "Botany," combined with recollections of a troublesome terminology used solely (in bygone days) for classification, has hindered appreciation of the work of the modern science mistress. "Botany" to-day means an introduction to the science of life—means that future mothers and teachers are learning the fundamental truths about nutrition, reproduction, and development which truths lie at the root of hygienic practice. At least in the case of the girls who specialize in science, the school work opens the way to broader horizons, gives practice in disciplined thinking, and increases the nation's not too great supply of doctors. In nearly every branch of research women have made discoveries, some of which are of world-wide importance. Many discoverers have attributed their success to an interest begun at the age of fifteen or sixteen, and it is impossible to gauge the harm which may be done by weakening the science teaching in girls' schools.

MR. JAMES BATES, Lecturer to the Royal Academy of Music, gave, on December 11, in the Duke's Hall, a lecture-demonstration on "The Phonetic Treatment of English Vowels and Consonants in Singing." The performers were a choir of fifty girls from the Wycombe High School, and the execution of songs and part-songs by English composers proved, in the most agreeable way, the lecturer's contention that, by scientific voice training, it is possible to secure a good tone, pure pronunciation, and distinct articulation. We hope that the audience, which consisted mainly of teachers of singing in schools, have taken the lesson to heart.

NOTES ON EDUCATION.

By "AN OLD FOGEY."

ANOTHER year, you remind me, has left its "shadow on the dial" since last I wrote to you, and your reminder finds me apathetic and doubtful—afflicted by a feeling akin to indifference towards the important questions discussed in your columns. Old men, one of the wisest among teachers tells us, ought to withdraw themselves from all civil and military negotiations, and live "at their own discretion without any obligation to any certain office!" In this remote village, where the casual observer might well imagine to-day to be but a repetition of ten thousand yesterdays, we are only beginning to realize our partnership in the Great War. We were slow to understand its concern for us; slower still to comprehend the necessity for personal service and sacrifice. It could hardly be otherwise. Our good people for generations have lived in the security of complacent peace. The slow current of their lives has been troubled by nothing more violent than a political agitation or a religious revival. They have been standing at ease, and the word of command fails to move them. Perhaps, however, "command" is not *le mot juste*; the call has been indirect and indefinite—an appeal rather than a mandate, a suggestion to act in an unfamiliar and uncomfortable way on behalf of abstractions. This, as far as I have been able to discover, is the general attitude of my careful neighbours. The heritages of freedom and of Empire are matters of course; they are natural rights, and not hard-won privileges. As to the price our fathers paid for them, we never learnt or have clean forgotten. That they can be menaced we do not seriously believe, and the idea of losing them is absurd! Having done so well in the easy past on the system of "do as you like" and "go as you please," we are unable to realize the need or the might of organized efficiency.

* * *

REQUIRED by ingenious leaders for so many years to hold in admiration and envy the pedagogic achievements of Germany, I am now told that admiration has been misplaced and envy ill founded. Enthusiasts and experts seem to be in much the same plight as the well intentioned prophet of magnanimity and peace, Lord Haldane. The educational system of our enemies, it seems, is diseased. Obedience to authority is a German virtue connoting suppression of all freedom in thought or action. It is the discipline of the drill sergeant as compared with the "higher and nobler discipline of self-control" which is the cardinal virtue of English education. The plague spot in German education may be, as Dr. Sadler tells us, its growing acceptance of the doctrine that might is right; that the end-all and be-all of a State is power, and that the State can do no wrong. The authority of the State, it may be, has misused schools for the propagation not of the gospel of humility, contentment, and goodwill, but of pride, conquest, and national aggrandizement. These things, however, if they be true, as in part they are, do not justify the conclusion that what Bishop Welldon describes as "organized efficiency" is a condition to be condemned and avoided, and the "happy-go-lucky," "wait-and-see" method a condition to be admired and perpetuated.

* * *

NOTHING, perhaps, as Dr. Sibly says, can compensate a nation for the loss of what Heine called the new religion of his time—"freedom." But, to maintain its freedom, a great nation may be obliged to regulate its affairs on a scientific basis, to organize its forces efficiently. Fifty years ago, when Matthew Arnold urged the necessity for State intervention in the domain of secondary education, he pleaded, as a preliminary, for a rationally planned and effective civil organization. He remarked: "Unlike in other things, Austria, Rome, and England are alike in this, that the civil organization of each implies at the present day a denial or an ignor-

ance of the right of mind and reason to rule in human affairs. At Rome this right is sacrificed in the name of Religion, in Austria in the name of Loyalty, in England in the name of Liberty. All respectable names, but none of them will, in the long run, save its invoker if he persists in disregarding the inevitable laws which govern the life of modern society."

* * *

I HAD occasion to refer to "Higher Schools and Universities in Germany" in connexion with a document which has agitated my colleagues during the past year. It is known as Circular 849. Since Matthew Arnold's illuminating *Essays* were written we have travelled a considerable distance along the road he advised. In 1888 we secured a civil organization; in 1899 a Minister, although not a Ministry, of Education; in 1902 primary and higher education became definitely a civic responsibility. A system of public secondary schools, to which he attached so much importance, has been inaugurated. Circular 849, I understand, proposes to organize the efficiency of these schools; to substitute for innumerable external examinations a single test which shall measure the work of a school at a particular period rather than the individual capacity of the pupil. Concurrently the test provides an examination upon which a certificate may be given to scholars of fifth-form capacity after not less than a three years' course. The proposal is received with grave suspicion by the adherents of "freedom, variety, and elasticity." Even that enlightened association of the associated, the Teachers' Registration Council, declare the present moment to be inopportune "for revolutionizing the educational methods of the country"; at any rate, they add, "in the direction of centralized bureaucratic control." Many years ago our enemies adopted this method of encouraging their higher schools to be of direct and definite service to the State. Of the value of an examination test of the kind proposed, wisely used in conjunction with thorough training, Matthew Arnold had no doubt. But, he said, no nation that did not honestly feel it had made its public secondary schools the best places of training for its middle and upper classes could institute it. Do we believe it is essential to train worthily and thoroughly non-commissioned officers and subalterns for commerce and industry, or do we deem it sufficient to leave the organization of their teaching to tradition or caprice? Are the secondary schools to be instruments in the production of national efficiency or only institutions providing free places for the proletariat and preliminary training for teachers!

* * *

I was asked recently what I thought of an article in one of your contemporaries proposing ways and means of educational revolution. It seems to me, I replied, to have been inspired by a member of the Teachers' Union, and written to gratify the educational levellers of the Trade Union Congress. It reveals, in fact, the confusion of thought, limitation of outlook, and pretentious dogmatism of those whose opinions are formed by the contemplation of labels. Our educational system as it stands (we are told) not only fails to make boys and girls into competent men and women, but so dulls their natural capacity that, before the age of thirty-five, many of them have become "incapable of work, of any form of sustained effort." This is the epidemic disease for which the educational system is supposed to be responsible. What of the remedy? The remedy, it is said, is to be found in the simple process of substituting "secondary" for "primary" education throughout the land! This is to be attained by an amalgamation of the primary and secondary-school systems—the larger proportion of elementary schools, that is, are to develop secondary branches to which children shall be compelled to resort until reaching the age of fifteen or sixteen.

* * *

THE foundations (we are asked to believe) are seriously defective, and it is supposed to be wise to increase the weight of the superstructure. Elementary schools, "as they stand,"

fail to make competent men and women; let us therefore, it is said, extend their operations and change their name. The success, so far as the system succeeds, is due mainly to the teachers; its failure, in so far as it fails, is also due mainly to the teachers. It is not a question of machinery, but of men and women. "There is really only one fundamental problem in . . . education, and that is to find the teacher." Unmeasured condemnation of the system "as it stands" is, for the most part, blatant nonsense. The system produces, or helps to produce, as large a proportion of competent men and women as any other system—or grade, secondary, technical, or higher. If a considerable number of people find their natural capacity dulled, or find themselves incapable of sustained effort, the reason must be sought not in the school, but in other directions.

* * *

WHAT, in fact, is the practical educational purpose divested of labels, codes, regulations, professional interests, and political expedencies? Briefly it is this: to assist all individuals to cultivate and to use for their own and others' benefit such powers and capacities as they may possess. In an ideal commonwealth the material conditions for all people would be equal; the early care and training of the children, in schools and elsewhere, would also be equal. This country, however, is not an ideal commonwealth, and proposals to effect the educational purpose on any such assumption are folly. The broad highway of educational opportunity, common to all, free to all, and traversed by all, is pleasing to contemplate. But it is the conception of "elusive idealism." It cannot be constructed unless the social and economic fabric of the nation is transformed. Legislation, therefore, to effect the educational purpose must be conditioned by the social and economic circumstances of the State.

* * *

We read about the inestimable advantages of education, of the great opportunities now existing, and also of an apparent reluctance of many to seize them. Investigating the matter one may arrive at this conclusion—Education is something of indispensable value to all mankind. Oblivious of its own interests, mankind is reluctant to accept it. Suppose, instead of education, we offered gold! Should we require by-laws to compel our kind to obtain it? Would they hurry from the centre of distribution at the earliest legal moment? Obviously not. They would jostle and crowd to secure the coins. And they would do so not because they wanted the coins to play with, but because the tokens could be exchanged for particular things they valued. To embark upon the perilous venture of applying the analogy, it may be that what we, the professors, the pedagogues, and the experts, are pleased to call education is not recognized by "the people" as of much value, as a token which can be used as a medium of exchange "for their own and others' benefit."

* * *

WHAT, broadly, are the social and economic circumstances of the State which must condition the provision of education? It is a big question for a small paragraph. But official statistics indicate that, with a population of 17,500,000 males, 11,500,000 are employed or employers. Of this total nearly 90 per cent. appear to be engaged in occupations chiefly concerned with manual operations; something over 10 per cent. follow pursuits which, in the main, involve mental work. Both divisions include innumerable degrees and exceptions—manual operations requiring a high development of mental ability, branches of mental work not demanding a particularly high order of acquired knowledge and trained intelligence. In the large army of those employed there is no hereditary title to, or bar against, position or promotion. But while the educational system must provide ample facilities and opportunities for "powers and capacities" distinctive or exceptional in character, to be available for use where they will render the best service to the community, the training sufficient for 90 per cent. will be insufficient for 10 per

cent.; and what is appropriate and necessary for the latter will not be appropriate and necessary for the former.

* * *

THE productive capacity of industrial toilers will not be increased, nor will the intellectual capacity of other workers be promoted, by the "levelling" process—by subjecting all classes to an elementary-secondary school course. What we have to do, if we can, is to render the system of primary education a satisfactory preparation for labour in the field, the factory, and the workshop; to systematize, strengthen, and develop secondary schools so as to produce for commercial and professional employments an adequate supply of thoroughly trained and competent young men and women. Let us endeavour to discover what educational tokens will be of exchangeable value for the many and provide them in the primary schools; let us assign a definite purpose and value to the training in the secondary school. But in the organization of the means to enable individuals to cultivate, and to use, for their own and others' benefit such powers and capacities as they may possess, we must look beyond the schoolmaster. If public education is organized with greater regard for employment, employment must be organized with greater respect for education. The efficiency of the worker will not be increased, as a rule, by prolonging the period of formal training in schools, and by deferring the beginning of industrial training in workshop or factory. But it will be improved if employers are persuaded or compelled to co-operate in the educational purpose. Employers should be required to arrange for the boys between the ages of fourteen and eighteen under their control to attend, as a necessary part of their occupational training, suitable classes on two mornings or afternoons each week. This "revolution" would be more effective, prove of greater practical utility, and be less disturbing to industry than an extension of compulsory schooling to fifteen. It would also establish a relation between education and employment which has hitherto been lacking and would promote national efficiency.

* * *

ANY proposal made in the interests of economy likely to impair the *quality* of educational arrangements should be rejected; any suggestion affecting only the *quantity* should be seriously considered. We attach undue importance to numbers. Thousands of pounds have been wasted in the "vain employ" of assisting young persons to progress from nowhere to nowhere at evening classes. Thousands of pounds have been wasted in providing schooling for children of very tender age. Many evening classes could be discontinued without detriment to the interests of national efficiency; compulsory schooling might, without disadvantage, begin at a later age. The necessity for occupying nine years for the simple process of laying a sure foundation of primary knowledge cannot be defended. Two or three years, beginning at the age of six, in a junior department, and five years in a senior department would be a rational and economical reform of primary-school organization. And who is prepared to say that this change would decrease efficiency?

* * *

NEARLY one-sixth of the children overcrowding primary schools are under six. Considerable economy, therefore, would be the result of raising the present age of compulsory attendance by twelve months. The *Observer*, I see, courageously suggests another method of relieving the growing burden of educational expenditure. It is not an economy, but the revival of an old source of revenue. Free schooling was an unnecessary concession to an imaginary demand. No one wanted it. Educationally, as well as financially, it was a blunder. The direct taxation represented by the small school-fee established a useful relation between the parent and the place where his child was taught. The responsibility invested school attendance with a value which was understood. But, I fear, the general reimposition of school fees would now be, in certain quarters, as unpopular as conscription. No Government with a proper regard for

its title to live and prosper, and with an appropriate respect for the susceptibilities of Trade Unions, could conscientiously propose it.

* * *

WHEN the ice broke and the genial Mr. Pickwick disappeared, Mr. Tupman, by way of rendering the promptest assistance, and at the same time conveying to any persons who might be within hearing the clearest notion of the catastrophe, ran across the country at his utmost speed, screaming "Fire." At this time of doubt and danger, when the ground on which we built securely seems to sink beneath our feet and some of our most cherished conceptions are shaken to the base, we must be prepared for educational Tupmans. But, whatever we may discover to be our weakness, and whatever may be necessary to renew our strength, there is one task which is essential, and which was some years ago lucidly defined by a distinguished statesman. It is the task of inducing the people of this country to bestir themselves "to add to their great natural capacities, to their natural and acquired advantages, and to the self-confidence of their ancient prestige some of that power which the passion for mental labour has conferred on their most formidable rivals, and to resolve that, in school and in University, in bank and in warehouse, in factory and in arsenal, a larger share of time and credit and influence and authority shall be assigned to intellectual effort and intellectual interest."

U. U.

THE PROBLEM OF THE NEW SECONDARY SCHOOL.

THE great increase during recent years in the number of secondary schools of a new type has raised many fresh problems in education. This new type of school has been called into being largely for the purpose of providing elementary teachers, and the problems it suggests are due mainly to the fact that the scholars are drawn from a lower social level than the pupils of the older type of secondary day school and the high school.

The fathers are rarely professional men or heads of commercial concerns. They are artisans, mechanics, miners, small shopkeepers, and day labourers. It does not follow from this that the children are dull or stupid. As a rule they are eminently teachable, but they labour under one grave disadvantage. They have to start with little or no foundation on which to build up a secure structure of knowledge. All the hundred and one ideas are wanting which are half-consciously imbibed by the fortunate child of the middle class in the nursery and during long and delightful holidays, from talks and rambles with well informed and obliging seniors. In many cases there are literally no books at home, and hence no means of escape from a rather hard and prosaic reality. Of course there are compensations, and the son of an intelligent artisan often comes to school with more knowledge of mechanism and rudimentary science than the son of the squire or parson.

But there is, none the less, lack of culture, and this comes home to the teacher chiefly in four ways—first, a general inability to get the core out of matter read; secondly, an extraordinary weakness in the power of expression, whether of thought or of feeling; thirdly, a "plentiful lack" of general knowledge entailing endless explanations in every English and history and geography lesson; fourthly, poverty of imagination, the consequence of narrowness of experience and ignorance of all great literature.

The remedy seems to me obvious. We must make good this defect by laying stress on the humanistic side, and in particular on English literature and history. And the question I would raise is whether these two subjects are allotted a sufficiently important place in the time-table of the new

type of schools. Do they, between them, balance science and mathematics?—for they certainly should at least do that.

I know it will be objected that, if any hours are deducted from science and mathematics, it will be impossible for pupils to take those subjects in the examination which is commonly the goal of their school career—at present generally the Oxford or Cambridge Senior. But this brings me to my next point—the number of subjects taken in that examination. It seems clear that the new secondary school should not attempt to teach so many subjects as the high school. Greek, of course, has gone, and in many cases Latin is not taught to all the children; but in place of these we have a great deal more science than in the old high school, and the result is overwork, with its attendant fiends—dullness and cram.

Nor is this state of things forced on the secondary schools, so far as one can judge, by the demands of the examinations which mean so much here. A candidate may get a Senior Oxford Certificate by passing in five groups, and he may qualify for entrance to a training college at the same time and with the same number of subjects. But a study of the Supplementary Tables of the Oxford Senior reveals the fact that most candidates offer from eight to ten subjects. To be precise, it is necessary to take only (1) arithmetic, (2) English, (3) history, (4) geography, and (5) *either* French, mathematics, science, or Latin. Most candidates take seven of these, and make up the tale with divinity and drawing! My point is that, since the scholars in secondary schools are obviously handicapped at the start, it is unwise to ask as much of them as of the high-school pupils. By all means let the brilliant ones take as much as they can, but, for the great mass, I am sure overwork and bad work are the results of the present system.

The remarks of the examiners at the end of the Oxford Supplementary Tables bear out my contention, I think. These speak of a "tendency to inaccuracy of thought and statement which characterizes to a growing extent the work done in the examination." They warn teachers that "pupils need to be trained to use other faculties besides the memory," and, under the different subject headings, the same tale is repeated—too much memory, too little thought. "A superficial acquaintance" with one science is deprecated, and in mathematics problems are said to be "solved correctly, but often mechanically."

I do not suggest for a moment that science does not provide valuable training for the mind, nor that it should be removed from the time-table to make room for those additional English and history lessons that are so necessary. The mistake is in taking up too many branches of science, and I will quote once more from the examiners' reports: "There is still a large proportion (of candidates) whose knowledge is entirely inadequate; they would be far better employed in learning the elements of their subject than in attempting to hurry over the field required for this examination."

What, then, is the practical solution? For a child fresh from the elementary school it is a mistake to begin simultaneously French, mathematics, and science, and the usual curriculum of the first year seems to him overwhelming. A great deal more reading—reading of English classics, especially the poets, and reading aloud—and a great deal of oral composition might take the place at present occupied by one or even two of these new subjects. Then, in the second year (average age twelve years), even if the full syllabus be started, there should still be a decided preponderance of history and literature. After this, if the balance be that suggested above—i.e. English and history to balance mathematics and science—much will have been done to make good the weak side. Then, in the senior year, strengths and weaknesses being now well known, there should be no attempt to induce any but the most active minded to take the full syllabus. Reading circles and debates might be arranged in free hours for the others. It should be a higher distinction to pass in all the five or six or seven subjects taken than to present ten and fail in five or even three. That such results would follow I am certain, with marked benefit to

both the minds and the bodies of children rescued from the present system of over-pressure.

For consider that at present the average secondary-school boy has his thirty-five lessons a week, and commonly twenty or more preparations also—five and a quarter hours' application at school and two hours at home every day except Saturday; and, where there is Saturday morning school, there is generally Saturday evening preparation too. What wonder that he chooses the easiest path and trusts rather to memory than to reason! What wonder that he seldom opens a book for pleasure! What wonder that the "satisfactory" pupil, under such a system, often tested, proves unsatisfactory from every point of view save that of the examination hall!

EDITH TURNER.

CONFERENCES OF HEAD MASTERS.

THE Conference of Head Masters was held at the Board of Education on Wednesday and Thursday, December 22 and 23; 80 head masters attended. The meetings were private, but the following report appeared in the *Times* of December 24:—

Mr. Francis (Blundell's), seconded by the Head Master of Cheltenham, moved:—

"That in the opinion of this Conference very grave loss to the country is caused by the employment of young students of exceptional mathematical and scientific ability as subalterns in Line battalions."

He said there had been a waste in contracts, rations, pay, and allowances, and in the wholesale employment of married men. There had been waste in calling young medical students to the colours at a time when the hospital and medical staffs were depleted, and in giving commissions to lads of seventeen when officers were ready to hand in such units as the Public Schools Corps, but were kept back by their commanding officer for the sake of the picturesque anachronism, a *corps d'élite*. He had been told, for example, that the Liverpool Scottish had lost more potential officers than could be raised by a normal Woolwich or Sandhurst entry.

The waste was still more serious in the case of young men of exceptional ability, gallant soldiers, no doubt, but a most precious asset of the country not to be gambled away lightly. The place for the man of action was at the Front, that for the man of great literary ability was elsewhere. The place for the young man who had a special gift for science, mathematics, or mechanics was in the laboratory. Our school heroes, leaders of boys, had fallen where they should have fallen, leaders of men. Many of them might have been statesmen of the future, but they needed above all things a country to adorn. But this was eminently a war of science, and the mathematical and scientific ability of the country should be husbanded jealously. He had received many letters from two Cambridge science scholars. They had been claimed for the Munitions Department, but their commanding officer in a service battalion had refused to let them go. We wanted better co-ordination or, rather, more subordination. If the War had taken place eighty years ago men might have read, "Died of dysentery, Second Lieut. Alfred Tennyson," or "Killed in Flanders, Charles Darwin, attached to the R.A.M.C.," had there been such a body. Many of those present must have been haunted by the line, "So that the brute bullet broke through the brain that would think for the rest."

It might be said that with the end of the War the need for such men would be less pressing, but the fact was that the present warfare in the field would be child's play to the grim commercial struggle which the Germans with a far-sighted concentration of purpose compelling our admiration were already organizing. Could we lightly face that industrial Armageddon robbed of the most ingenious and inventive brains of half a generation? One limited list before him contained the names of eighty-five old boys of this type killed and eighty suffering from other casualties. The proportion was startlingly different from the normal one of one killed to five other casualties, but it would be rash to hazard a surmise of its significance. The figures, however, supported the resolution. He would not have troubled the Conference with it but for his failure elsewhere. He had written a letter which appeared in the *Times*, appealed to the War Office and to the leading men at Oxford and Cambridge, but though they had agreed there was some step necessary they would take no responsibility.

The resolution was carried unanimously.

A resolution urging a slight lowering of the standard of Pass Examinations during the War and requesting the War Office to formulate a detailed syllabus of work for older cadets in the Junior Division of the Officers' Training Corps was withdrawn after an address by the Commandant of Woolwich.

On the motion of Mr. Vaughan (Wellington), seconded by Sir John McClure (Mill Hill), it was resolved that the Conference should consider the best means of reducing the expenses of school life and that its members should seize the opportunity of promoting simplicity of living and industry in the English public schools.

THE INCORPORATED ASSOCIATION OF HEAD MASTERS will hold its twenty-fourth Annual General Meeting at the Guildhall on the 4th and 5th inst. The President for the year, Mr. W. W. Vaughan, will deliver his Inaugural Address on Tuesday, at 11 a.m. Sir John McClure will move resolutions drafted by the Federal Council concerning War Economies in Education, and Mr. F. B. Malin (Haileybury) will move that military training in secondary schools should be reorganized under the direction of the War Office. On the Wednesday the Rev. H. J. Chaytor (Plymouth) will move that it is inexpedient to abandon the teaching of German in secondary schools, and the Rev. W. A. Parker Mason (Hulme, Manchester) will move that to every secondary school a paid medical officer be attached to supervise and report periodically to the head master on the health of each pupil. Mr. W. H. Barber (Leeds Modern School) will move that in the First Examination under the Board of Education Scheme (Circular 849) a reasonable amount of attainment in Group 1 and any two of the remaining groups should entitle the candidate to a pass.

CONFERENCE ON JUNIOR SCHOOLS.

AT the invitation of the Froebel Society a Conference has been held to discuss the provision of junior schools. The subject, it may be remembered, was first mooted at the last Conference of the Head Mistresses' Association, and was further debated in the Education Section of the British Association; and there was a consensus of opinion that there was a grievous lack of schools both for boys and girls whose parents intended to carry on their education beyond the elementary stage; but as to how this defect should be made good, whether by private effort or by State aid or intervention, opinions differed widely.

A number of distinguished representatives agreed to serve. The only serious omission in the list is the N.U.T., a body which, if any scheme evolved depends on Government grants, will have much to say on the matter. The Conference has held two sittings at the offices of the Society, and will meet again early this year. The sittings were private.

Representatives.

Head Masters' Conference—The Rev. Lionel Ford, Harrow School.

Head Masters' Association—The Rev. C. J. Smith, Latymer Upper School.

Head Mistresses' Association—Miss Leahy, Croydon High School; Miss Paul, Clapham High School.

Association of Preparatory Schools—Mr. F. Ritchie, Secretary.

Private Schools Association—Miss Millard, Wendover College, Howes Park.

Teachers' Registration Council—Miss James, Froebel Society's representative; Mr. F. Roscoe, Secretary.

Parents' National Educational Union—The Hon. Mrs. Franklin; Miss Parish, Secretary.

Froebel Society—Mr. Montefiore (Chairman) and the following Members of Council: Miss Berryman, Notting Hill High School; Miss Brown Smith, Goldsmiths' College; Miss Escott, Sheffield High School; Mr. H. R. Hall, Hon. Treasurer of the Froebel Society; Miss Lawrence, Froebel Educational Institute; Miss Malin, Froebel Educational Institute; Miss Murray, Maria Grey Training College.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS will hold its Annual General Meeting on Wednesday, January 5, at 2.30 p.m., at Merchant Taylors School, Charterhouse Square. The main resolutions to be proposed are concerning Educational Economy.

BOOKS OF THE MONTH.

Biography.

The Life of Sir Philip Sidney. By M. W. Wallace. *Cambridge University Press*, 10s. 6d. net.

Classics.

Homer and History. By Walter Leaf, Litt.D. *Macmillan*, 12s. net.

Commercial.

Arithmetic and Accounts. By S. Carter, B.Com., B.Sc., and H. Garratt, B.Sc. *Macdonald & Evans*, 1s. 6d.

Divinity.

Sources of the Synoptic Gospels. By C. S. Patton. *Macmillan*, 6s. 6d. net.

English.

Selections from the Poems of Shelley. Edited by A. H. Thompson, M.A. *Cambridge University Press*, 2s. net.

Selections from the Poems of John Keats. Edited by A. H. Thompson, M.A. *Cambridge University Press*, 2s. net.

Geography.

Historical Geography of England. By Maud Holliday. *Blackwell*, 2s. net.

The World we Live in. Edited by Graeme Williams, F.R.G.S. Vol. I. *The Waverley Book Co.*, 8s. 6d. net.

History.

Black's History Pictures. Selected by G. H. Reed, M.A. The Middle Ages, 10d.

The Lands of the Scottish Kings in England. By Margaret F. Moore, M.A. *Allen & Unwin*, 5s. net.

Creasy's Fifteen Decisive Battles of the World. Introduction by H. W. C. Davis. *Oxford University Press*, 1s. 6d. net.

Hygiene.

Personal Hygiene for Boys. By D. L. Anderson, L.R.C.P., and L. McNicoll. Illustrated. *Cassell*, 1s. 6d.

Mathematics.

A Treatise on the Theory of Invariants. By O. E. Glenn, Ph.D. *Ginn*.

Miscellaneous.

The School and Society. Revised Edition. By John Dewey. *Cambridge University Press*, 4s. net.

Morphy's Games of Chess. *Bell*, 5s. net.

First Aid in the Laboratory and Workshop. By A. A. Eldridge, B.Sc., and H. V. A. Briscoe, D.Sc. *E. Arnold*, 1s. net.

The Fascination of Belgium. By L. E. Walter, B.Sc. Illustrated. *Black*, 1s. 6d. net.

Plays of Anton Tchekoff. Second Series. Translated by Julius West. *Duckworth*.

Children at Church. By Hetty Lee, M.A. *National Society's Depository*, 2s. net.

The Wheat Industry. By N. A. Bengston, A.M., and Donee Griffith, A.M. *Macmillan*, 3s. net.

The Political Writings of Rousseau. Edited by C. E. Vaughan, Litt.D. Complete in 2 vols. *Cambridge University Press*, £3. 3s.

Modern Languages.

Exercises in French Composition. By Mary G. Bruce, A.M. *Ginn*, 1s. 6d.

First French Course. By A. R. Florian, M.A. *Livingtons*, 1s. 4d.

Passages in Prose and Verse from German Literature. Selected by M. E. Weber, L.L.A. *Cambridge University Press*, 3s. net.

A First Russian Reader. From L. N. Tolstoy. *Oxford University Press*, 1s. 6d. net.

Pedagogy.

The Problem of the Bible Class. By R. Holland. *National Society's Depository*, 1s. 6d. net.

Science.

Laboratory Manual of Horticulture. By G. W. Hood. *Ginn*, 4s. 6d.

Historical Introduction to Chemistry. By T. M. Lowry, D.Sc., F.R.S. *Macmillan*, 8s. 6d. net.

Biology. By G. N. Calkins, Ph.D. *Bell*, 7s. 6d. net.

A Laboratory Outline of Elementary Chemistry. By Alexander Smith, B.Sc. *Bell*, 2s. net.

A Textbook of Elementary Chemistry. By Alexander Smith, B.Sc. *Bell*, 5s. net.

A Laboratory Manual of General Science. By O. W. Caldwell, W. L. Eikenberry, and C. J. Pieper. *Ginn*, 2s. 6d.

Technics.

Clays and Clay Products. By A. B. Searle. *Pitman*, 1s. 6d. net.

Mechanics.

Hancock's Applied Mechanics for Engineers. Revised by N. C. Riggs. *Macmillan*, 10s. 6d. net.

Versé.

Poems of Love and War. By A. Reade. *Allen & Unwin*, 2s. net.

The "Country Life" Anthology of Verse. Edited by P. Anderson Graham. *Country Life Office*, 5s. net.

JOTTINGS.

IT is hardly credible that H.M. Inspectors still continue to score "plow" and "program" as blunders in spelling, but the fact is attested by the President of the N.U.T., who writes a long article to justify these alternatives and to persuade the Board of Education to sanction as *tolérances* American spellings such as "color," "traveler," "center," "penalise." The tradition of the elders dies hard, and *mumsimus* is one of the last forts of folly.

THE REV. W. H. KEELING has resigned the Head Mastership of Bradford Grammar School in his seventy-sixth year and the forty-fifth of his mastership. Under him the School has increased in numbers from under a hundred to over six hundred, and, though his own training was purely classical, he was one of the first head masters to institute an efficient Modern Side. He also, from the first, welcomed and encouraged the entry of free scholars from the elementary schools. How completely this liberal policy has succeeded is shown not only by numbers but by recent Honour Lists. Thus in the last to hand, we find that Bradford won in 1914 ten open scholarships at Oxford and Cambridge, and in the Joint Board Examination was awarded thirty-nine Higher Certificates, with forty-five Distinctions. Bradford showed its appreciation of his services by conferring on Dr. Keeling the freedom of the City, and the University of Leeds granted him the rare distinction of an Honorary LL.D. degree.

BRADFIELD COLLEGE.—A portrait of the Rev. H. B. Gray, Head Master from 1880-1910, was unveiled on Saturday, November 27, in the College Hall by Lady Stamford. The present Head Master, the Rev. R. D. Beloe, read a letter from the Warden bearing testimony to the signal services that Old Bradfieldians, most of them educated by Dr. Gray, were now rendering to their country. More than a thousand were enrolled in our armies and many distinctions had been won. The War is an Aaron's rod, but it is strange that in the reports of the ceremony no reference was made to the two achievements by which Dr. Gray will be best remembered—the foundation of the Public Schools Emigration League and the Greek Theatre and Play. In all future histories of public schools the name of Gray will live as the true founder of Bradfield, coupled with that of Thring as the founder of Uppingham.

IN reply to a point raised by our reviewer (December, page 728), Mr. J. P. H. Peet has kindly referred us to a letter from W. H. Russell to Captain C. S. Heris (quoted in *Notes and Queries*, March 9, 1895). Sir William Russell writes: "I believe I may claim the authorship or parentage. . . . In a subsequent correction of the *Letters* published by Routledge, 1877, the words are 'thin, red line tipped with steel.' How they happened to be printed in italic I cannot say, but I certainly did not intend them for a quotation. The 93rd were the red line I wrote of at Balaclava."

CAMBRIDGE has one of the largest base hospitals in the kingdom (1,200 beds), and old Cambridge men will find it hard to resist an appeal from the Bishop of Ely, Sir Owen Seaman, and the Vice-Chancellor for renewed support of Cambridge Red Cross Society, the body on which the hospital has depended for all subsidiary services and supplies. Up to June last it had undertaken the transport service between ambulance trains and the hospital, maintained six

convalescent homes, and supplied in six months nearly 40,000 articles of clothing and comforts for the patients. Cheques, crossed "Cambridge Hospital Military Hospitals Assistants Fund," should be sent to the Hon. Secretary and Treasurer, Bernard Tennant, Esq., 14 Clifford Street, Bond Street, W.

THE *Educational Times* announces that until further notice it will be issued only four times a year. It is proposed to continue the mathematical section as an independent publication.

MISS JANE HARRISON has been following the fashion and learning Russian. What most impressed her in the language (we quote from the Cambridge Lecture since published) is the richness of the Russian verb in "imperfectives." We have one such tense in English: "I am going to church" is an "imperfective," expressing the process of actuality, of living in the act. "I go to church" is a "perfective," and states the fact coldly. The Russian verb explains or reflects the psychology of the people.

HERE is matter for the Modern Language Association to discuss at the Conference. Meanwhile we may recall some lines on Greek grammatical nomenclature that appeared in the *Journal* many years ago:

"Polyphloisboisterous Homer of old
Cast all his arguments into the sea,
Though he'd been firmly but courteously told
Perfect-imperfects begin with an e.
'What the digamma does any one care?'
The poet replied with a lordly stare;
And he sate him down by the wine-dark sea
To write a new book of the *Odyssey*."

BEFORE the War broke out the English nation was profoundly ignorant of foreign politics and indifferent to them, except when at some crisis her own interests seemed to be directly involved. In the spring of last year the Council for the Study of International Relations was formed, with Lord Bryce as Chairman. It has since been actively engaged as a centre and clearing house for information, in promoting reading circles, and otherwise stimulating public interest. All desirous of co-operating should communicate with the

General Secretary, Mr. Arthur Greenwood, 1 Central Buildings, Tothill Street, S.W.

A CORRESPONDENT bears witness to the interest aroused by a course of lectures on Our Oversea Dominions arranged for his pupils by the Principal of the Hendon Preparatory School, and urges other head masters to follow his example. The Victoria League (Millbank House, 2 Wood Street) would be pleased to supply the literature needed for the compilation of such lectures, or to suggest the names of competent lecturers.

Educational Pamphlets, No. 31, is the report by two of H. M. Inspectors on a special subjects centre for rural schools. The buildings and premises of a disused grammar school were altered and adapted for the new purpose, the cost being defrayed from the endowment of the ancient foundation. A yearly sum of £115 was also allocated by the scheme for maintenance and salaries. The subjects for boys are gardening, mensuration, Nature study, and handicrafts; for girls, laundry work, cookery, household management—all taught with an eye to practical application. Scholars number 180, drawn from eight schools, boys and girls in equal numbers. All attend one day a week. The cost per scholar is £2. 6s. 2d. Conveyance is a heavy item, and accounts for one-third of the cost. The Inspectors, head teachers, governors of the centre, and parents of the pupils all report the experiment a success. It has stimulated the intelligence of the scholars and their interest in the ordinary subjects, and indirectly it has raised the leaving age. The only weakness noted by the Inspectors is the want of sufficient co-ordination between the work of the centre and of the school. The Board of Education suggest that other trustees of rural charities might well follow the lead of X. Centre. Why is it anonymous?

ON December 30, Dr. William Garnett celebrated his sixty-fifth birthday, and retired from his office of Educational Adviser to the London County Council. Since 1893 he had held the same position under the London Technical Education Board, and when, in 1903, that Board was merged in the L.C.C., he continued his duties under other masters. This is not the place to record his many distinctions.

(Continued on page 24.)

BOOKS FOR THE STUDY OF FRENCH AND GERMAN

Elementary Reader of French History.

Edited, with Notes and Vocabulary, by F. M. JOSSELYN and L. R. TALBOT. 73 pages, with maps. Price 1s. 3d.

This book, while brief, will give pupils a good working knowledge of French history. The style is concise and direct, and provides suitable reading for any form.

Dix Contes Modernes des Meilleurs Auteurs du Jour.

Edited, with Notes and English Paraphrases for retranslation, by H. A. POTTER. 95 pages. Price 1s. 6d.

This collection of complete short stories gives an excellent example of the French language as it is spoken and written to-day.

The English paraphrases for retranslation into French are planned to give an ease and freedom of expression to the pupil, and to cultivate his ability to turn his English thoughts into French.

Daudet's Tartarin de Tarascon.

Edited, with Introduction, Notes, and Vocabulary, by B. CERF. 204 pages, with portrait. Price 2s.

This edition gives the text of Daudet's masterpiece complete. Young people will not fail to enjoy the drollery and irrepressible imagination of this typical product of Provence.

Rostand's Les Romanesques.

Edited, with Introduction and Notes, by H. LE DUC. xix + 101 pages, with portrait. Price 1s. 6d.

A delightful comedy, light in plot, and fascinating by the quality of its fleeting, fantastic, and at times exuberant verse.

The play is given critical consideration; the historical and literary allusions, the vocabulary and terms of expression peculiar to Rostand, and the more difficult French idioms are explained in the notes.

Glück Auf.

Edited, with Notes, Fragen, and Vocabulary, by M. MÜLLER and C. WENCKEBACH. xxiii + 235 pages, illustrated. Price 3s.

This popular elementary German reader aims to introduce the student at once to facts, ideas, and sentiments which are in close relation to German life, and to lead him to a knowledge and appreciation of what is choice and valuable in German literature.

German Reader for Beginners.

Edited, with Word Lists, Questions, Exercises, and Vocabulary, by M. H. HAERTEL. 204 pages, illustrated. Price 3s.

Modern German grammars for beginners often contain a large amount of reading in the form of short stories, but are, by their nature, prevented from presenting longer selections that have continuity of thought and vocabulary. The present collection of Märchen and poems has been prepared to meet this need.

Altes und Neues.

Edited, with Vocabulary, by K. SEELIGMANN. 125 pages. Price 1s. 6d.

A collection of simple yet interesting stories and poems suitable for first or second year reading in German. There are twenty-six selections in all, representing, among other popular German authors, Pröhle, Bohne, Trenkner, Grimm, Hebel, Bürger, Müller, Goethe, Schubert, and Uhland.

This book has proven one of the most successful and usable little readers that have been published for a long time.

Kleist's Prinz Friedrich von Homburg.

Edited, with Introduction, Notes, and Bibliography, by J. S. NOLLEN. lxxii + 172 pages. Price 2s. 6d.

By its historical position, its intrinsic excellence, and its fitness for use as a class text, this work may properly come first in the study of German drama since the death of Schiller.

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THE NEW HUMANISM.

By BENCHARA BRANFORD.

THE present world crisis will lead to a deep reconsideration of many aspects of human activity. Education must, with all calmness possible, make broad survey of its realm. Here we confine ourselves to a sketch of certain powerful tendencies, whose birth dates back to the Reformation and Renaissance, but whose maturity is still to come.

The resulting educational rebirth at the close of the Medieval period in Europe embodied, we take it, two essential ideals. One was fundamental, laying down the perpetual basis of culture; the other was supreme, expressing belief in the end and object of education. Fundamentally, it was held that the sources and instruments of culture were two—Nature, the inexhaustible environment of man, and human language, whether acted or spoken as drama and oratory, sung and recited as music and poetry, written and read as literature. Supremely, that the object of education was the complete flowering of the pupil as an individuality. The supreme object of educational interest was the personality of the pupil. From henceforth the genuine teacher must be a humanist.

From the Renaissance downwards (a veritable rebirth of the hellenic spirit) these two principles have survived as imperishable possessions of the human race. Two such penetrating conceptions could only develop further by enrichment on one side, by limitation or correction on another. The enrichment has been the gradual contribution or task of modern nationality, modern science, and modern industry, each of them in their evolution to a height and extent unprecedented in the records of human history. To modern nationality is owing the growing enrichment and broadening of the individualistic educational ideal of the Renaissance by the fertile conception of citizenship in its awakening to the problems of civic and national life. To modern science education owes its passion for experimental inquiry and inquisi-

tion into all forms of Nature, around man or within him, not only for application, but for its own indwelling interest.

From modern industry education is destined in rapidly increasing measure to enrich its domain by the development and incorporation of the perhaps two grandest elements of industry, the noble instinct of workmanship and service in the richly manifold industrial activities of the masses and the masterly spirit of organization and capacity to govern in their natural leaders, whether in associations of employers or unions of employes, together destined to evolve into great guilds of industry, national and international; and these not primarily as means of higher livelihood, but as veritable sources and instruments of new types of culture for the ennobling of human life.

These vast forces, thus briefly outlined, have successively given to the school and its pupils—and are certain to give in increasing intensity and fullness—primarily citizenship, literature, history, music, art, and drama; secondly, mathematics, geography, physical, chemical, and biologic science, and hygiene; finally, and latest, the arts and crafts (male and female),* and, though still in a rudimentary stage in most perhaps of the world's elementary schools, the spirit of organization and capacity to govern, as well as to be governed. This last element—of all the most difficult of attainment—implies the development of corporate institutions in the elementary school by which some share in the government is devolved upon the pupils.

In the socialized discipline of the "group" lies both an indispensable condition of self-government and a healthy limitation to the over-exuberance of individualism. It is also essential to remember that the administrative spirit in the economic sphere where profit is so rooted an element must undergo a deep transformation to fertilize the predominantly spiritual field of education, whether primary, technical, secondary, or tertiary (University).

Though thus sharply and broadly outlined, all these elements, we are fully aware, are necessarily commingled: act and react upon each other, and need, for their proper development, co-ordinating and creative activity both in teacher and pupil. No system is, of course, adequate to reality; but for the purpose of a practical polity we propose the system in question, imperfect approximation as it is, as preferable to the prevalent want of unity in the school curriculum.

We think it, however, indispensable at this moment of educational history to lay special emphasis upon the broad truth underlying our analysis, and this with a view to reaching some organic unity. In a word, the ultimate sources of culture, distinct though not isolated, are now increasingly recognized to be three: humanity itself (both as individual and as citizen), the occupations of humanity, and Nature; each of the three inexhaustible in interest.

The instruments of culture are correspondingly three: language (including music and literature of all kinds), the "arts and crafts," and the study of Nature. Of these three, Nature study ministers to the contemplative and recreative soul of man; the arts and crafts to his active or creative soul; while language is at once the supreme synthetic instrument of his world-wide contemplation and the synergic organ of his world-wide activities, thus preserving a healthy and happy balance between income and expenditure, rest and activity, leisure and work, recreation and creation.

The Folk-Humanist, the Craft-Humanist, and the Nature-Humanist.

But whichever be the source or instrument of culture used by the teacher, the educational experience of the race demands that the supreme object of interest shall be the pupil, both as individual and as citizen—not scholarship, nor science, nor skill. In this final and completed sense of the word, the teacher must from henceforth be a *Humanist* to develop in his pupils their completest humanity. Round this broad, common,

* Each art and craft has a masculine and a feminine aspect, complementary, not antagonistic, corresponding to the equal and different powers of man and woman.

and central truth alone, we believe, can educational theory and practice find and maintain organic unity.

Of teachers there are, therefore, three fundamental types, rarely, if ever, equally balanced in one personality: the Language or Folk-Humanist, the Nature-Humanist, and the Craft-Humanist. And by this we imply that a teacher should be a humanist primarily; scholar, naturalist, or craftsman secondarily. The pupil, not the subject, should be his first and last consideration.

The Dawn of a Second Renaissance in Education.

We turn for a moment from the beneficial and positive aspects of the central ideal common to the Renaissance and the Reformation—the supremacy of individuality—to its obverse side. The disintegration of the old hierarchical authority in Church and State, the rapid dissolution of the medieval organism of culture into a vast variety of relatively isolated, rich scientific specialisms, and in England the industrial revolution (now world-spreading in its tentacles), based on scientific inventions—the machine process—with gradual disappearance of the complete village community and its concomitant family disintegration in giant town and dwindling village,—all these symptoms of anarchy were also the accompaniments of the vast energies liberated at the Renaissance and Reformation in the relatively untrammelled individual.

But the opening of this twentieth century exhibits clearly a new Renaissance, at once masked and also stimulated by the present world-crisis, towards whose development we believe the contribution of education will be of considerable ultimate magnitude; and its broad lines may even now, we think, be traced. These contributions can be nothing less than the solidarity of education from kindergarten to University (symbolized by professional unity); the creation of new and fruitful ideals; the organic co-ordination of science, art, and citizenship, and, therefore, of the subjects of the school curriculum; and the development of the talents of children in their respective groups with a view to their fullest blossoming alike as individuals, workers, and citizens—citizens of their regional home, citizens of their nation, citizens of Europe, citizens of the world. For every subject that attains not to the widest spirit and prestige of humanism sinks permanently to the banalistic.

The Evolution of the Position of Subjects and Teacher in the School Curriculum.

As the life of the schools, though partly a cause, has yet been in the past mainly a reflection of the rest of the national life, our brief historical retrospect may serve to explain the process traversed in modern times as regards object, method, and organization by each essentially new subject as it enters into the school curriculum, and the corresponding position of the teacher in charge of it. Whether we take mathematics (as arithmetic, algebra, geometry, &c.), science (physics, chemistry, biology, hygiene, &c.), music, drawing, woodwork, or domestic economy, we find, on careful inquiry, broadly speaking, and remembering that some of the stages have been traversed in secondary, others in primary schools, that the subject has passed or is passing through the following stages:—

(1) The *utilitarian* order of development, forced upon the schools by external pressure; the appropriate teachers being lacking, the method of presentment is necessarily empirical, as used in practical application outside the "schools"; there is, however, a solid advantage in that the subject rests on a concrete basis of brute fact. In this stage the pupil is subordinated to the material.

(2) The *logical* order of development, as perfected by the Universities (or higher institutes); the method is here predominantly abstract and consequently premature for the schools; but there is the solid advantage that, having been transformed in the hands of a professional teacher, the subject is rationalized and gains recognition as of genuinely cultural value. In this stage the pupil is subordinated to the method.

(3) The *psychological* and *social* order of development;

psychological, as in harmony with the order of development of the nature of the individual pupil, and social as in harmony with the spirit of the order of the development of the subject by the human race. Adequately and broadly interpreted, these two orders (social and psychological) are, we believe, identical. In this final stage, the material and method each becomes truly subordinated to the personality of the pupils, in their individual and social blossoming. But this abiding truth emerges: that the pupil must humbly serve the subject ere he can grow to noble love and mastery of it, so that the third and final order must itself embrace the other two whilst also transcending them.

Corresponding are the three stages of the position of the subject in the curriculum:—

(1) Regarded by the schools as an unimportant extra, and often placed outside the regular time-table.

(2) Recognized as an essentially important element in education; often given, in consequence, an undue share of time and attention; and figuring on the time-table and treated as a relatively isolated and independent cultural entity.

(3) Duly co-ordinated with other subjects naturally allied to it; finally allotted its legitimate share of time and attention and merged, as a branch, into one of a few fundamental groups in a true educational and organic unity, created by manifold forces, external even more than internal* to the school, in harmony with the time-spirit.

We have traced the process baldly and in sharp stages. In reality there is continuity throughout. The passage from initial anarchy to final organic unity appears to be repeated at each large period of educational history. It may be added that the third and final stage (psychological, social, and organic) does not appear to have been fully realized in the present period of educational development, by any one subject in the curriculum—least of all by the more modern importations, mathematics, science, craft-work, hygiene and physical education.† The literary (or folk) subjects, with their obvious tendency to song, festival, and drama, are the present pioneers of the Renaissance of all subjects that is dawning.

Cautious but deliberate experiment in many directions in the schools, and further research into the profound significance of the "culture-epoch" principle in the Universities and training colleges, should both be given encouragement at the present time.

Finally, there are the successive stages of position traversed by the teacher of the subject:—(1) An external or part-time visiting teacher, in general poorly qualified and paid. (2) A member of the staff, but with inferior prestige, status, and salary. (3) A member of the staff, fully qualified, and either co-equal with the other teachers, in the upper forms of secondary schools: or in primary schools and the lower forms of secondary schools, the subject is finally held to be an essential element in the equipment of the ordinary teacher and here alone reaches its highest influence.

The "General" Teacher and the "Specialist." Two Extremes.

But to the development of this second alternative of the final stage—the demand upon the ordinary teacher to be able to take any subject of the curriculum—there inevitably arises a practical limit.

The natural desire for an all-round education and the constant pressure of economic considerations have produced the "general" teacher, while the increasing growth of human knowledge and activity has simultaneously produced the "specialist" teacher, with its corresponding difficulties in the organization of school work.

The final outcome at the present time is increasing anarchy

of school studies in many directions. No longer in any school does a type of really "general" teacher now exist in the old sense of competency to teach every subject to all ages of the pupil: but the specialists grow apace. Time-tables are becoming rapidly congested, and the form system (with or without re-forming for special subjects) is breaking down in some schools, while in others its substantial retention is maintained only at the cost of a natural reactionary tendency to throw overboard some of the modern subjects and return to the older, simpler, and unified types of curricula.

Clearly, some constructive policy is urgently called for. This can only be permanently successful if it is a reasonably sound co-ordination of the main tendencies of the time spirit. The consequent emergence of these largely subconscious tendencies into the daylight of full consciousness will greatly expedite the growth of the Renaissance whose beginnings we can already detect. It is a historical process, we take it, in harmony with the higher characteristic of normal human action, by which a peaceful and gradual evolution, at the end of a period of educational disintegration, renders unnecessary the reactionary violence of revolution.

The present conflict of studies in the schools, well symbolized by the numerous publications constantly produced on the educational function of the various isolated subjects, is the immediate effect of two prevalent extremes, the demand for a *general* teacher competent to take each of a great variety of mainly isolated studies, and, to counter-balance the superficial learning thus inevitably and increasingly produced, the simultaneous counter-demand for teachers who are merely *specialists* in one isolated subject or a small isolated group of subjects—teachers, therefore, apt to miss the breadth and richness of humanism.

A precisely similar social and educational problem confronts the world in all its spheres—political, economic, professional, and so forth; the evolution of a golden mean between shallow sciolism and narrow specialism, the final result of the disintegration produced by the excessive modern analytical thought.

On the other hand, in any reconstructive development pioneers would be prudent to bear ever in mind that the demand for the "general" teacher is an expression of humanity's undying instinct of the oneness of its universe, and the demand for the "specialist" teacher, an expression of its complementary instinct of the inexhaustible variety of that same universe.

Each instinct and demand must, therefore, be satisfied in reasonable and substantial measure. Deeply regarded, they are not antagonistic, but complementary, co-operating towards the greater variety and abundance, harmony and unity of life.

Fundamental Types of Culture.

But, viewed in separation, these two extremes are gradually becoming recognized as prejudicial to true culture, and a sensible, practicable mean between the two extremes must gradually be realized—a mean that embodies a reasonable measure both of breadth and depth. This, we venture to submit, can only be by the recognition of varying types of true, general culture, partly based upon the varying types of abilities found to be naturally existent in human beings, and partly based upon the eternal and primal sources of culture itself.

It is clear that the underlying principles must be practically discovered and applied to the problems of the education and training of the teacher before the solution can substantially affect the pupil, and, thereafter, the future citizen and his world.

The broad outlines of the solution of the more immediate problem we have already attempted to give in the preceding pages. They consist in the cautious and experimental application of the fundamental ideas and ideals underlying our conviction:—(1) that all teachers must be Humanists, to whom the individual and social blossoming of the pupil is the supreme object of their activity; (2) that there are three fundamental sources and instruments of culture—Language (or

* Such as the continuous pressure of economy of school time.

† Several of these are still so rudimentary as to be predominantly in the first or second stages. We may add, in view of our final synthesis, that hygiene and physical education will reach their fullest development and effectiveness when merged according to their three fundamental aspects under Folk Culture, Nature Culture, and Craft Culture.

Folk) Nature, and Crafts (the fundamental and primitive occupations of the folk); (3) that every teacher should reach a reasonable standard of culture in each of the three; (4) finally, that every teacher should have the opportunity of developing broadly, as a *Humanist*, any special talent, whether it be as Language (or Folk) Humanist, Nature Humanist, or Craft Humanist.

Broadly speaking, the too long repressed individualities of pupils can only become developed by the existence of individualities in the teachers; and the large numbers, apart from other considerations, indicate the urgent need for *grouping* of such abilities in a few broad types. Organization and training for occupations will exert additional pressure in this direction.

The practical application of the foregoing must necessarily be experimental and tentative.* If successful, its effect upon all kinds of training, as well as that of craft teachers, would probably be ultimately profound.

Synthesis of School Studies Forshadowed.

With a view to show more clearly the position, both in scope and limitations, we think craft teaching may fitly come to occupy in the schools, we sketch as briefly as may be the probable ultimate, though perhaps far distant, consequences of the gradual realization of our ideals, which, we repeat, we believe to be merely the making explicit of the varying dominant tendencies already in existence. Parallel and co-operating with the school transformation would, we assume, come about social and industrial reorganization in the great world, the dominant note of which we take to be the gradual organization of broad paths to the great groups of allied occupations with due scholastic and technical certification, a revival of the ancient guild spirit of group cohesion, but consistent with the Open Sesame of modern centuries, itself a return, in the industrial world, of the spirit of that broad catholic highway to the highest professional and spiritual posts in medieval times, when degrees were European and craftsmanship was cosmopolitan. The conservative instinct of man will ensure the group solidarity; the creative instinct will maintain the career open to the talent.

The curriculum would gradually cease to be a bundle of relatively isolated and numerous school subjects, with a time allotted to each more or less arbitrarily, but would instead become an organic unity of a few thoroughly co-ordinated sources of culture. The varying abilities of pupils and teachers would be considered in a few well marked groups naturally corresponding to these fundamental culture sources, but the supreme object of the teaching would be the production of Humanists in their different categories.

Some subjects now prominent as isolated elements of the curriculum would disappear as such, though receiving due attention in themselves at appropriate intervals, and others would gradually become transformed in substance and application. Chemistry, physics, biology, and geography, &c., would merge into unity under nature culture, and this not only in classroom and laboratory, museum, and workshop, but in home and garden, farm, field, and forest, mountain, sea, and mine. Here, indeed, folk craft and nature uniting in fertile union, "culture" would recover some of its primitive force and meaning as the cultivation of healthy plant and animal, with the inevitable beneficial reaction upon the mental, moral, and physical aspects of pupil and teacher alike—and supremely so in the home.

Perhaps the most important single type of Nature Humanist would ultimately become the physician (or teacher of health), the woman even more frequently than the man; for the great and noble traditions of medicine will definitely and increasingly enter and breathe new inspiration into the school.

Drawing and modelling, reading, writing, and counting as fundamental instruments of mental activity would be utilized in all three branches, folk (or language) culture, nature culture,

* Thus in practical application condition (1) above—that the special talent shall be developed in the future teacher as a *Humanist*—would be ensured by associating the University faculty (or subject) of Pedagogy with the particular group in question.

and craft culture. Mathematics would become considerably transformed, part of the present subjects being developed and applied under the stimulus of folk culture, part under the stimulus of nature culture, and part under the stimulus of craft culture. As applied to the last (craft culture) forms of mathematics, at present new to the schools, would arise more fitted to those pupils who have predominantly artistic abilities, such as the application of the geometry of position to design and decoration, a geometry once richly developed in Saracenic culture, and at length again attracting the attention of scholars.

The study of the evolution of the arts and crafts and their place in civilization would enrich the sphere of folk (or language) culture; the creative and constructive abilities of pupils would obtain scope not only in craft culture, but in folk culture, with drama, festival, and scenery. Under Nature study, the beauties of Nature would receive equal attention, with its truths. Under folk culture would also come the exercise and development of the pupils in creating and maintaining school institutions, where scope would be found, among other things, for the government by pupils of themselves.

Under craft culture, different types of schools in town and country or different branches of the same school would develop, according to circumstance and opportunity, one or more of the sub-branches as artistic handicraft, mechanical handicraft, architecture,* domestic craft and domestic organization (or homecraft), rural craft (gardening, agriculture, &c.), and so forth; and the principles and practice of co-operation, organization, and social and industrial government would find special scope in such well organized constructive activities.

In a word, the school would tend to become an idealized epitome of the best features of the great external world and a training of each pupil for that world, socially and individually and in harmony with the broad nature of his or her particular abilities and character.

In respect of the urgent need of the introduction of craftsmanship of all types into education, experience shows that of those boys—and the same is believed to be the case with girls—who show special facilities in:—(1) mechanical drawing; (2) actual workshop technique; (3) the creative impulse in art work, no matter how its expression were conveyed; (4) instinctive understanding of the meaning and use of the devices in modes, models, and mechanisms, a considerable proportion were not of the type labelled "clever" at school work; nay, regarded both abstract notions and books generally "as a plague and noisome pestilence." We have too much forgotten the existence of *l'homme machine* in the school, and too commonly been obsessed by him in industry.

The School as an idealized Model of the World and the World as a realized Model of the School.

Expressly do we speak of the school as an *idealized* epitome or model of the world, not merely the world of ordinary affairs, but the whole of humanity, body and soul, past, present, and future. For in its preparation for the present the school must nobly recapitulate the past and as nobly rehearse for the future.

Fatal to all fine spiritual development would be a successful attempt to transform the school, whatever be its type, general or technical, into a mere epitome or model of the present external world, however apparently efficient as judged by worldly and therefore temporary standards. A good school works for eternity; herein its majestic spirit must needs be different from the soul of business, justifiably seeking its temporary profits.†

* Here particularly should open out a new evolution of domestic architecture in the hands of women, too narrowly confined in the past to decoration and making of clothes for the body and textile furnishing of the home.

† An important and instructive struggle is proceeding in the United States on the relative merits of "vocationalism," and "liberalism" in the schools. We hold that a wide view harmonizes and embraces the good in each. Education is for livelihood and life.

To the express end of the maintenance of this distinction has humanity slowly and painfully evolved the spiritual organ known as the school, itself (including the Universities) but the deliberate extension and prolongation of that sacred private school where the child learns of goodness, truth, and beauty at the loving mother's side, the reincarnation of the ancient Vesta.

The school, that grand instrument and organ of man's creation, fails lamentably in its highest duty and privilege if the pupils leave without *incarnating* in themselves something substantial of those lofty spiritual ideals and objects of the race transmitted from teacher to teacher by the inextinguishable torch of learning. The dream precedes the deed; and the evocation of ideals in the soul within with the firm establishment of these by correlative activities in the body without—this is the magic wand of spiritual Wisdom that Alma Mater can give her children.

In this way can the school, humbly profiting by worldly wisdom and the mighty activities of the world without, in its turn mightily influence that world. If, then, our conceptions are sound and just, two conclusions would seem to follow. The school should evolve towards an idealized model of the world, and simultaneously the world should evolve towards the realized model of the school; perpetual and complementary tasks for the human race. The great statesman sees the nation as family writ large.

The Three Types of Teachers in the New Humanism.

We believe the time is coming when every teacher will be expected to reach a certain reasonable common standard in the three fundamental sources of culture—Scholarship (or Folk) Culture, Nature Culture, and Craft Culture—and that, in addition, he (or she) will be specially qualified in one of these branches, so that every teacher will be a Humanist, but a Folk Humanist, a Nature Humanist, or a Craft Humanist, according to his (or her) bent and character.

It may be desirable to add that this does not mean any addition to the tale of bricks the training college student has to complete at present; but its realization will become possible by a reorganization of curricula on the lines above mentioned. Thus will the teacher take the fullest joy in his vocation, and the talent of the pupil blossom in the sunshine of guidance and encouragement.

REVIEWS AND MINOR NOTICES.

The Elements of Style: an Introduction to Literary Criticism. By DAVID WATSON RANNIE. (4s. 6d. net. Dent.)

Style, as the word is employed in this treatise, signifies "expression and the translation of thought into language." Dr. Johnson, in his dictionary, defined style as "manner of writing with regard to language," and quoted Swift: "Proper words in proper places make the true definition of a style." The two definitions might seem identical, but Mr. Rannie insists that style is expression, not a quality of expression; and when Matthew Arnold speaks of a poet's "genius for style" he condemns this use of the word as a mere colloquialism. For a fuller exposition of the author's thesis we must turn to the last chapter, in which Buffon's famous dictum, "Le style est l'homme même," is expounded and amplified. Buffon does not mean, as he is vulgarly interpreted, that style is the idiosyncrasy of an author, the quality that marks him off as an individual distinct from all others of his age and country, but as the human element in writing—the power that informs and vivifies the subject-matter:

Spiritus intus alit totamque infusa per artus
Mens agitat molem et toto se corpore miscet.

It is frankly admitted that the whole of literary expression can no more be analysed or explained than can facial expression; yet, in spite of this indefinable and mysterious element,

the book justifies the assumption that there is option in style, that "style may be fruitfully treated, not as a mere indivisible and essentially indescribable jet of individuality, a kind of lightning stroke known only in its effects, but as a series of separable operations through which thought and emotion pass in process of expressional manifestation from intelligence to intelligence."

With this object in view, and to show the options open to the writer and the canons by which he must be judged, literature is first distinguished as poetry or prose, and then classified under the heads of: I—Poetry. (1) Epic or Narrative; (2) Dramatic; (3) Lyrical; (4) Didactic; (5) Poetry of Nature; (6) Poetry of Humanity. II—Prose. (1) The Oration; (2) The Treatise; (3) History and Biography; (4) The Essay; (5) The Prose Drama and the Dialogue; (6) The Novel; (7) Journalism.

A second part discusses the more formal elements of style, vocabulary, sentences, paragraphs—what is found in the ordinary manuals of rhetoric. In the third we return to the essentials of Style, Unity, Fashion, Originality.

In order justly to appraise the work it must be clearly borne in mind that the author's object is not to instruct the writer how to write, but to furnish the reader with a just criterion whereby he may appreciate what is written.

We may regret, at starting, that in spite of his general title Mr. Rannie has limited himself to English literature.

Aristotle's canons of criticism in the *Poetics* and *Rhetoric* are quoted, and there are passing references to the other Greek writers; but Virgil is the only Latin author mentioned. Not a single German poet or critic is named: not even Goethe or Lessing; and of Frenchmen—not only the greatest critics of style, but themselves the most perfect exemplars of prose style—only three are named in passing.

We may also take objection to the arrangement of the book, which requires that the same topic shall be treated under four or five separate headings.

The novel, even if its origin is traced back no further than Richardson and Fielding, is so Protean in character that it would seem impossible to classify it, still more to assign to it any canons of style that shall fit all classes. Here, on the analogy of poetry, there is a tripartite classification—the narrative, the dramatic, and the essayistic novel, and the common standard by which all three kinds must be judged is lucidity, proportion, and truth to life. The writer must make it clear to us what the meaning of the novel is, as a whole and in each of its parts. "Proportion" signifies plot and development of action and characters, as in a play, and "truth to life" connotes the exclusion of "all that is monstrous in character or palpably impossible in situation." Few novels, we may safely affirm, would satisfy all these tests, and masterpieces like *Monte Cristo*, *La Peau de Chagrin*, *Voyage à la Lune*, *La Révolte des Anges*, or *Les Misérables* (we prefer to take French types) would certainly not pass muster. So, when we are told that simile and metaphor must be most guardedly used by the novelist, we think of Meredith, and the postulate of "directness of expression" would bar not only Meredith, but all Henry James's later novels.

The "atmosphere" of a novel is justly defined as the unity of impression that it leaves upon the reader, but it is subsequently limited in meaning as dependent on scenery and on costume and manners. This appears to us an arbitrary limitation, and lovers of Jane Austen will hold that *Pride and Prejudice* and *Mansfield Park* have an atmosphere of their own no less than *Shirley* or *Esmond*. A Dutch interior of Mieris has an atmosphere no less than a landscape of Turner.

We have chosen the novel to criticize because it shows no less the high merits than the defects of the treatise. Thus, the analysis of *Tom Jones* and of Dickens's and Scott's novels is admirable, and there is no criticism at second hand. But the subject is too large for the canvas, and the impression left on us is that each part needs a volume to itself, as has *The English Novel*, by Prof. Saintsbury, in Messrs. Dent's "Series of Manuals of Literature."

Thus, at starting, Mr. Rannie joins issue with Prof. Saintsbury, and doubts the possibility of formulating the recurrences and regularities which constitute prose rhythm. Assuredly a Prosody of Prose has yet to be written, but we would gladly hear more of the matter. We cannot agree that the presence or absence of metre constitutes the essential difference between poetry and prose or that verse and poetry may be used as synonyms.

Again, we hesitate to accept the aphorism that poetry is egoistical and aims at self-expression, while prose is utilitarian and aims at profiting others. Primitive poetry was altruistic: the choric song, the charm or liturgy, the ballad or lay, the gnomic poem. What Goethe puts into his minstrel's mouth is, in a sense, true of all poets: "Ich singe wie der Vogel singt." The poet, *par excellence*, speaks out of the abundance of his heart, but the two strands are inextricably interwoven, and, to name at random a few world-classics, who would venture to classify Homer, Virgil, Dante, and Milton as egoistical, and Herodotus, Plato, Boccaccio, and Montaigne as altruistic or utilitarian? It is fully recognized that there is no hard-and-fast line of demarcation between poetry and prose and a large neutral zone occupied by the prose-poets, of whom Walt Whitman is taken as a type; but the argument would have been clearer had the apophthegm of Coleridge been borne in mind: the correlative of prose is not poetry, but verse.

The chapter on Translations is of special interest to us, and we would gladly have discussed it at length. The main thesis is that thought and language, matter and manner, are practically separable, and that multiple expression of the same meaning is possible, and the Authorized Version is adduced as a triumphant confirmation of the thesis. Pope's *Homer*, Dryden's *Virgil*, and Gilbert Murray's *Euripides* are adduced as proving that "a very large part of the essential meaning can be expressed truly, beautifully, and grandly in translation." We should hesitate to admit the latter instances. In any case, none of them satisfies the first canon accepted by Mr. Rannie for the translator: to be literal at every cost save that of absolute violence to our language. In the one example of an ideal translation here given for the Greek, "more quickly than a charioteer can complete two laps of the racecourse," we have "swifter than a runner runs his furlongs." It is hardly a paradox to affirm, at least in poetry, that the more perfect the expression, the more impossible is a translation. Who has translated or ever will translate Catullus' "Frater ave," Shakespeare's "Full fathoms five," Goethe's "Ueber allen Gipfeln," Heine's "Du bist wie eine Blume," Tennyson's "Break, break, break," Swinburne's "Now the hounds of Spring"? and the list of untranslatables might be infinitely extended.

We have already exceeded our allotted space, and said little of the concluding chapters on Unity, Fashion, and Individuality, which are the kernel of the book, and to which we can award almost unmixed praise. The parts on words, phrasings, punctuation, &c.—what may be called the grammar of style—seem to us, as we have hinted, the least illuminating. It is when he comes to the informing spirit, the very essence of style, that Mr. Rannie shows his originality, and fulfils the expectations he raised by his *Study of Wordsworth*.

The Greek Tradition: Essays in the Reconstruction of Ancient Thought. By J. A. K. THOMSON. With a Preface by Prof. GILBERT MURRAY. (5s. net. Allen & Unwin.)

These nine Essays cover such a wide range and raise so many vexed questions that it is impossible, in a brief review, to do justice to the volume. It would appear from the Preface that Mr. Thomson's earlier volume of *Studies in the Odyssey* was scouted by some pharisaical pedant as a disgrace to the University that published it because, forsooth, the author had not "given us the 'doctrine of the enclitic δε,'" and Prof. Murray, who has suffered in like way from the ancient grammarians, vindicates the higher scholarship which aims at interpreting a poem as a whole and revealing its significance, its beauty, and its genesis. Judged

by this standard, Mr. Thomson is indisputably a valuable aid to classical studies, and those who have read him, however widely they may differ from some of his conclusions, cannot fail to re-peruse their Hesiod, their Thucydides, and the *Alcestis* of Euripides in a new and fuller light.

The study of Thucydides is particularly illuminative. He combats the popular view of the historian as a cold-blooded onlooker, no more concerned in the events he was describing than Gibbon or Hallam. Undemonstrative, if you will, but not unemotional. Of his life we know but little, but the bare facts, supplemented by highly probable conjectures, suffice to explain his attitude towards Athenian politics and the statesmen of his day. He was a true patriot, and a striking contrast is drawn between his conduct and that of Dante in exile. The Funeral Oration, which expresses the patriotism of Thucydides even more than that of Pericles, is admirably expounded, and it is pointed out that the obscure exile was tainted by the same "infirmity of noble mind" as the Olympian who "fulminated over Greece"—intellectual arrogance. It might well have been pointed out also that the fall of Athens, though wrought by demagogues like Cleon and Hyperbolus, may be traced back to the *Weltpolitik* of aristocrats like Pericles.

Greek Country Life paints for us the native Arcadia from which the *Arcadia* of Sidney is derived. We have, at full length, the farmer of Hesiod and the squatter as depicted by a Greek rhetorician of the first century A.D. The pastoral tale of Dion of Prusa will be new to most of our readers, as it was to us, and it was well worth translating; but we should like to know on what evidence it is pronounced "half true"—as true as Goldsmith's *Deserted Village*.

Mother and Daughter is an attempt to present in dramatic form the Demeter myth. A father and his daughter, sole dwellers in a lonely hut, are discovered reckoning up their scanty pittance of food, for the famine has been sore in the land. To them enters an aged woman, veiled and draped in black, who craves hospitality. She is seated and offered food, but declines. Asked who she is, she answers in riddles, but tells the girl that she seeks a lost daughter, far more lovely than the girl. The girl tells her of a late apparition—a car driven by thundering steeds that vanished in the cloven rock and left behind a trail of flames, and the cry of a terror-stricken maid. The old woman seizes two brands and hurries out on the track of her daughter. Drops fall from a clear sky; there is a sound of abundance of rain. The man and girl go forth to assure themselves that this is no illusion. The Mother and the Maid meet in the cottage and tell each other the mysteries of summer and winter, alternate life and death.

Such, in bare outline, is the plot which serves, with the aid of stage directions *à la Shaw*, as a framework on which the myth, as a vital part of Greek religion, is woven. Becker's *Charicles*, a similar attempt to revivify Greek life, was a bare skeleton; here it is clothed with flesh.

We must pass over the *Alcestis* with one remark. To trace the *κῶμος* on which the play is founded does indeed justify much that before seemed crude or even vulgar, yet it is none the less true that in the admixture of tragedy and comedy Euripides was the precursor of Shakespeare, and that Browning was able to appreciate the characters of *Alcestis* and *Herakles* without this key.

"Greek simplicity" has become a mere *cliqué*, and Mr. Thomson's "Note," if it does not succeed in defining it, at least shows us what it does not mean. It is not the innocent prattle of a child, nor is it the simple-mindedness (*εὐθθεια*) of a primitive people that has few ideas to express and so finds no difficulty in expressing them. Homer and Herodotus are taken as palmary instances of Greek simplicity, and the passages selected for comment bring home to us convincingly the consummate art that underlies the apparent artlessness of Homer, and the delicate humour, the quiet irony, the *malice* of Herodotus. But what of Pindar, of Aeschylus, and the tragic chorus in general? The answer is twofold. It is not maintained that all Greek literature, even of the golden age, is simple, and where it lacks simplicity the explanation may be found in its origin. The earliest poetry is a form of charm or spell, or an accompaniment of the

tribal dance, and the poet was at first the leader and then the explainer of the religious or mystic ritual, but the peculiarity of Greek poetry is that the form survived long after it had been severed from its original function. It retained also something of the mysticism, "the sense of something far more deeply interfused."

The explanation does not wholly satisfy us. Why is all Greek literature later than Euripides excluded from the purview? Do not the Sophist Rhetoricians and the Alexandrians who inspired so much of Roman poetry represent one side of the Greek genius? Is it true that of that simplicity which expresses in a "solitary word" the mystery of life itself, "the Greeks are nearly all masters"? Could not each instance of these mystic runes here given be matched by a score from modern poetry? One graver question to conclude. Has not Christianity given a profundity and significance to modern poetry deeper and intenser than aught we find in Greek? There is no hint of this in Mr. Thomson's Essays, nor does it concern him to show us the obverse of the shield, yet a careless reader might infer that in Art and Poetry Greece had said the last word, that "Beauty is the most real thing in the world; also the wisest, the most sane and healing," that Goethe's "Im guten, schönen, ganzen resolut zu leben," is nothing but an amplification or paraphrase of the Greek idea.

A Life of William Shakespeare. By Sir SIDNEY LEE. New Edition, rewritten and enlarged. (18s. 6d. Smith, Elder.)

The first edition of Sir Sidney Lee's *Life* was published in 1898, and in the seventeen years that have elapsed it has gone through six editions, besides the "Illustrated Library" edition, and received successive accretions and corrections. The time was ripe for recasting it in what constitutes virtually a new work. In the original preface Mr. Lee stated, as one qualification for the task he was undertaking, that for more than eighteen years he had made Elizabethan literature, history, and bibliography his main study, and since then, though the *Dictionary of National Biography* was his principal occupation, yet his study of Shakespeare has not relaxed. He has been recognized as the doyen of Shakespeareans, the best informed of living authorities, and the most sober and judicial of critics.

The book has doubled in size, and, though the chronological order is followed, it might more fitly be described as a cyclopædia than a life of Shakespeare. Thanks to a full table of contents and an admirable index, which occupies more than fifty pages, compiled by Mr. W. B. Owen and Miss Elizabeth Lee, the reader has little difficulty in finding the reference he wants, and there are few topics (*experto crede*) for which he will consult the index in vain. "Shakespeare" in the British Museum Catalogue had, in 1897, when it was issued as a separate publication, 3,680 titles, and the yearly additions must be reckoned by hundreds. This one fact may give some notion of the extent of printed matter with which a Shakespeare expert should have at least a bowing acquaintance. The bulk of this literature has, of course, been already explored, and pronounced worthless by competent judges, but *supercheries littéraires* that have left their mark cannot be ignored, and it is useful to have a permanent record of the Ireland and Collyer forgeries. The Bacon controversy, which has loomed so large during the last half-century, is here seen in its true perspective, and the bibliography relegated to a footnote.

The field has been so carefully and laboriously explored by generations of scholars and antiquaries that the discovery of any new nugget is most improbable, and the Shakespearean soil has been sifted and analysed as though it were pitchblende for any possible grain of radium it may contain. Among the new materials thus treated in the present volume we may mention in particular the Records of the Stratford Corporation; the relations of the Combe family, Shakespeare's wealthiest fellow-townsmen, to Shakespeare, as recorded in their wills and legal documents; new lights on Shakespeare's social status and his connexion with the Court; his patrons and contemporary playwrights; his fellow-actors and co-proprietors of

theatres; and, perhaps most important of all, a more searching scrutiny of the quartos and folios, the conditions under which these were published, and the bearing of these facts on our *textus receptus* and as a factor for determining the dates of the several plays.

Writers on Shakespeare may be roughly classified under two schools, the exoteric and the esoteric. The first deny that Shakespeare is his own interpreter—that the man, his mind and art, can be discovered in his plays and poems. It is on the rarest occasions that he lifts the mask, and then only for a moment. To this school Sir Sidney Lee has sworn allegiance; and with the other school, the æsthetic critics, as he calls them, he concerns himself but little. He points out, in passing, the absurdities and contradictions into which they have fallen, but "to increase the number of æsthetic studies [so he wrote in 1898] is a work of supererogation." The sonnets were chosen as a test case, and a vast amount of learning was expended on showing that much of the language and sentiment was artificial, and borrowed or adapted from Italian and French sonnets; while the attempted identifications of the youthful friend and the dark lady were all wild guesses, and most of them demonstrably absurd. It is worth recalling how Prof. Raleigh, a typical representative of the esoterics, met this challenge in his *Shakespeare* (1909). He has grave doubts whether Mr. Lee solved the riddle of the mysterious "Mr. W. H.," but he would welcome any such solution, as "it makes waste paper of all the literature that has gathered round the initials, and leaves us free to consider the sonnets apart from the dedication," and he proceeds to expound the famous text of Wordsworth,

With this key
Shakespeare unlocked his heart.

We stand aside as neutrals, and our only object in recalling one interlude in this standing battle between the two schools is to point out what the reader cannot fail to find, and also what he may miss in this standard life. There is room for both schools, but the one must decrease as the other increases. For another generation a second life of Shakespeare, with the same scope and on the same scale, would indeed be a work of supererogation, though all his readers will pray that Sir Sidney Lee may long be spared to gather up and incorporate the fragments that remain. But of studies like those of Mr. A. C. Bradley, here justly named as first of living critics in succession to Coleridge, there can be no end. The fittest of all the epithets applied to Shakespeare is Coleridge's "myriad-minded." To the seers of each age, from Ben Jonson and Milton to Goethe and Victor Hugo, to Tennyson and Swinburne, his star shines with a peculiar light as each marks the rays that most attract him. These interpretations, even the most inspired, are but partial lights, yet to the student of Shakespeare they are revelations in part, not *ignes fatui*, as the extreme exoterists account them.

Schools of To-Morrow. By JOHN and EVELYN DEWEY. (5s. net. Dent.)

Prof. Dewey is in the forefront of educationists to-day, and a new book from his pen brings with it the assurance of fresh and stimulating ideas. *Schools of To-Morrow* gives an account of some of the most recent educational experiments in America, interspersed with chapters on the new theories they exemplify. The general trend of opinion expressed in the book will be best conveyed by a few quotations.

Until recently school education has met the needs of only one class of people, those who are interested in knowledge for its own sake—teachers, scholars, and research workers. The idea that training is necessary for the man who works with his hands is still so new that the schools are only just beginning to admit that control of the material things of life is knowledge at all. Until very recently schools have neglected the class of people who are numerically the largest, and upon whom the world depends for its supply of necessities. One reason for this is the fact that democracy is a comparatively new thing in itself; and until its advent the right of the majority, the very people who work with their hands, to supply any of their larger spiritual needs was never admitted. Their function, almost their reason for existence, was to take care of the

material wants of the ruling classes. . . . The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all.

Prof. Dewey sees on the one hand what he calls "the text-book method of education"; on the other, narrow industrial training. The first sounds more formal and disciplinary than it has been for some time in England. He desires neither for Americans, but rather what may be called general education, with a strong industrial bias from the outset. At the end of school days, which may be extended to sixteen or eighteen years of age, the pupil goes forth either an intelligent worker, with sufficient insight into industries of all kinds to make a wise choice of his future life work, and possessed of sufficient all-round development to be able with ability to rise to the top of his trade, or he passes on to high school and University, with their more purely intellectual life, understanding the problems of industrial life, and in sympathy with the worker.

The actual accounts of the schools contain no criticism, though Prof. Dewey illustrates his remarks by reference to the schools described. This makes it difficult to estimate to what degree these schools realize his ideals.

As far as we are concerned in England we shall not, in all probability, be willing to give such a marked industrial turn to education in our elementary schools. From what can be gathered of the curricula in the new schools, each subject, as far as possible, is made to subserve the practical industrial and economic point of view. History, geography, Nature study, science, language, number, drawing, painting, often reading—all are used for this end. The subject-matter is loosely organized, the pupils often giving the lead in the topic chosen for investigation. Literature is studied, but one gets the impression that the study is very desultory. Music seems to have little attention.

While such schemes may turn out intelligent wage-earners and citizens prepared to take their part in civic life, we cannot but feel that certain aspects of individual development have been woefully neglected.

We know a foreman in munition works who still, in the stress of War work, reads Greek in his scanty meal time, and a window-cleaner with a passion for music. Postmen have their picture exhibitions, factory girls grow famous for their country dances, beggars (*teste* R. L. Stevenson) read Shakespeare and Shelley. What does this new education do for such as these; where do they get their opportunity?

The very fact that the Workers' Educational Association grows and flourishes in England seems to show that the intelligent English workman, besides understanding of his work, wants some interest that takes him right outside his daily routine; it may be the study of literature or philosophy, or any of the spheres of human interest.

Yet, though we cannot go with the extreme advocates of the futurist democratic education, we have much to learn from these pioneers, and from Prof. Dewey for pointing out real defects in existing systems.

Our mode of dealing with school subjects is still too far removed from life and real interests; our curriculum is too rigid. Children have too little liberty—too little opportunity for self-expression. There is too much drifting into occupations, too little general understanding of industrial work, to allow of intelligent choice, though some attempt to meet this defect is made in our industrial reformatory schools. Lack of sympathy between various classes of society is disastrously shown in our recent labour strikes. These things deserve our serious consideration. Nor must we close without some recognition of the obviously fine work that is being done in America for the uplifting of industrial communities, both through the education given in the schools and also through the close connexion that is formed between the school and the community, so that reforms for housing, sanitation, &c., have been worked through school influence, and have bettered the whole neighbourhood. Such schools as have been described are courageous ventures, breaking free from convention and tradition, feeling

their way along what they consider to be truer lines. Prof. Dewey sets before us a true democratic ideal that we may hope to see partly realized in England. Yet it would not satisfy us if it implied the neglect of the æsthetic and humanistic elements.

Rugby Homilies. By ARTHUR SIDGWICK.
(Sidgwick & Jackson.)

"Homilies" as a title has fallen out of fashion, and the latest meaning of the word in the *Oxford Dictionary* is "a tedious moralizing discourse," but, when we turn back to the first definition, "a practical discourse with a view to the spiritual edification of the hearers rather than for the development of a doctrine or theme," we see that the editors could not have chosen a title that better describes these Sunday addresses of Mr. Arthur Sidgwick. In a brief introduction, Canon J. M. Wilson explains their origin. They were given at Rugby in the seventies, on alternate Sunday evenings, to members of Wilson's house, to which Mr. Sidgwick had been appointed as house tutor. Having read them, we can endorse Canon Wilson's description, on which we cannot improve, though we may complement it by some comments and particulars. They dealt with apparently commonplace subjects, but they lifted every subject out of the commonplace. They arrested and kept the attention; they revealed boys to themselves; intellectually, morally, spiritually, they were highly educative and highly valued.

To readers who have never heard or even seen Mr. Sidgwick, they may seem assuredly not dull or commonplace, but lacking in colour and on too high a level of style and argument for a congregation of schoolboys. There is not a flower of rhetoric, not an anecdote, not a quotation from the poets or great divines, scarce a single "topical" allusion. What made these lay addresses so effective—and Canon Wilson tells us that in his long experience he has never known any school sermons so revealing and illuminating—was the personality of the speaker. All who listened to him knew that he was not like Tennyson's parson, saying what he ought to say, but speaking out of the fullness of his heart, as might an elder brother, as one who had been tempted like themselves and had learnt wisdom no less by failures than by victories. No texts are prefixed to the addresses, and the very words of Scripture are rarely employed, but the verse, "Be ye therefore perfect even as your Father which is in Heaven is perfect," might serve as a motto for the volume. The Canon's warning to reviewers not to look for dogmatic or Church of England teaching, for which the school chapel is the proper place, is surely superfluous. The morality here enforced is not "tinged by emotion," but inspired and vivified by the Christian Faith. The sole heterodoxy that we have detected is the non-Scriptural use of high-mindedness. Not only by the plain, unadorned style and faultless English, but also by the logical development of thought, which makes each homily a coherent whole, we are reminded of John Henry Newman's *Village Sermons*, and higher praise could not be awarded.

There is a striking portrait of the author, presumably from a photograph taken in his Rugby days, and a facsimile of the script. The handwriting is minute, but perfectly legible, each letter clear and distinct as Porson's Greek hand.

The Gospel according to St. Matthew. By A. H. M'NEILE,
D.D. (15s. Macmillan.)

This is a large and scholarly commentary, forming a companion volume to Dr. Swete's edition of *St. Mark* published by the same firm. Wescott and Hort's Greek text is used throughout. The birthplace of the long and detailed commentary is Germany, but the fashion of such writing quickly took root in England under the influence of Westcott and Lightfoot. Something of a reaction in this matter has begun to show itself here at home, and the present volume shares in the newer tendency. The author tells us that he does not attempt to deal in detail with intricacies of the Synoptic problem, "nor are textual matters handled with any fullness. Textual criticism is like an ordnance survey—most readers

need a map in which the broad features are not obscured by multiplication of detail." The volume therefore is mainly concerned with the historical problems raised by the Gospel, and with the exegesis of the text so far as that is necessary for the object in view. A short introduction is given, which, however, is crammed full of matter, and we then pass direct to the text and the notes. The main value of the commentary, therefore, lies in the notes, which are clear and to the purpose. Dr. M'Neile's reputation as a Biblical commentator is sufficient guarantee that his annotation will be scholarly and will not gloss over difficulties. He dates the composition of the Gospel somewhere between 86-100 A.D., and suggests that among the sources used by the author (who was not St. Matthew the apostle) was "a Greek writing, translated from an Aramaic original, containing passages from the Old Testament (*testimonia*), probably with brief explanations of their fulfilment in Christ's life, drawn from a Hebrew text not identical with the Masoretic. There is no clear evidence that St. Matthew ever translated independently from the Hebrew. Apart from *testimonia*, he normally employed the Septuagint."

Dr. M'Neile's attitude towards the Virgin Birth and the problem of the miraculous generally may be described as critically conservative. He faces the difficulties with fairness and frankness. Here, for example, is a portion of his note on the Transfiguration:

Some dismiss it as a legend, . . . but others admit the possibility of a real mystic vision or psychic experience. . . . The modern study of so-called "sub-conscious" and mystic states supplies analogous instances. The disciples, and perhaps especially the chief disciple, must have pondered much on the relation of the Lord's person and teaching to the Jewish religion. . . . And it is entirely in accordance with probability that they had "sub-consciously" grasped the truths He had taught them with far greater vividness than their normal consciousness realized. Intense light and heavenly voices are the symbols by which mystics have most frequently attempted to describe their deepest intuitions.

An English Course for Army Candidates. By S. P. B.

MAIS. (1s. 6d. net. Sidgwick & Jackson.)

Mr. Mais has here attempted what appears to us an impossible combination, a scheme of English teaching that shall inspire the learner with a lifelong love of letters and at the same time secure his winning high marks in the Woolwich and Sandhurst Examinations. He would run with the hare and hunt with the hounds. He takes as his text at starting a famous passage from *Sesame and Lilies* and expounds it as an eloquent sermon on reading. By way of application, there follows a commentary on the lines of *Lycidas*, beginning "Last came and last did go." This, too, is excellent in its way, but we doubt whether it would satisfy the examiner, who is sure to ask why the bad bishops are represented as piping and what is the meaning of "scrannel pipes of straw." After this proem, the hints on handwriting, spelling, and punctuation come as a bathos. The importance attached by the Civil Service examiners to these beggarly elements has always seemed to us pedantic, but Mr. Mais bows in the House of Rimmon, trounces "their's" and "it's" as gross solecisms and the substitution of "where" for "were" and "hear" for "here" as intolerable. What does it matter how the letters are formed if the handwriting is legible, and the solecisms may be mere slips of the pen?

But the bulk of the manual is concerned with English Composition, and this part is well worthy the attention both of master and pupil. "There is one golden way, only one essential rule in all writing, and that is: Read yourself full, write yourself empty." Mr. Mais is too fond of epigram, and the pupil is likely to translate "Ecrivez tout ce qui vient au bout de la pleine." This misunderstanding may be, and is to some extent here, corrected by the teacher; but a more serious objection to his scheme is that the course of reading prescribed is so extensive that the pupil who followed it to the letter would have little time left for other studies. The candidate must own (not borrow) some fifty or more novels, not including Kipling's Complete Works, Seton Merriman's Complete Works, Ian Hay's novels, Jack London's novels, &c.

So with repetition, both of prose and verse, a subject generally neglected in secondary schools. The passages here selected show both taste and judgment, but we should be slow in pronouncing *Sohrab and Rustum* and *The Ancient Mariner* the two finest narrative poems in the language; and the prospective candidate reads that both poems "should be known by every boy before he goes anywhere near Sandhurst or Woolwich." He will be inclined, like the rich young man, to go away sorrowful.

The crammer will sniff at the book as a piece of highfalutin', but the true teacher of English will welcome it as setting before him a high ideal.

Modern Essays. With an Introduction by J. W. MACKAIL. (5s. net. E. Arnold.)

These reprints of "third leaders" in the *Times* needed no apology, and Mr. Mackail apologizes for indicting one. However, we are grateful to him for contributing another *Modern Essay* which, but for its signature and its length, might have appeared as the eighty-third or the first.

"Journalism extending itself towards, and ever becoming, literature" is Mr. Mackail's happy description of these *Modern Essays*, long known to the profession as "middles." The *Times*, always conservative in matters of form, was slow in admitting them to its leading columns, and now it prescribes to its contributors a fixed length and a certain uniformity of treatment, and even of style. The model is good, and it is refreshing, in these days of flamboyant or slapdash journalism, to have so many specimens of pure and simple English, free from all neologisms or anything approaching slang. They remind Mr. Mackail of Bacon's *Essays or Counsels Civil and Moral*. To us they rather suggest Addison's *Spectator*. There is the same ease, the same tolerance and equanimity. But to this age Addison's moral philosophy seems shallow and commonplace. We read him for the manner, not the matter. The questions here raised are far more subtle, and the solutions offered are confessedly partial and give us furiously to think. Here is a *cliché* that assuredly would not have escaped the editor's blue pencil. How hard it is in writing English prose, no less than verse, only not to stumble! We commend the volume, not only as a tonic and stimulant for tired brains, but as a manual for youthful essayists.

The Balkans: a History of Bulgaria, Serbia, Greece, Rumania, Turkey. By NEVILL FORBES, ARNOLD J. TOYNBEE, D. MITRANY, D. G. HOGARTH. (5s. net. Clarendon Press.)

Mr. Hogarth, who contributes a preface, dated November 1915, informs us that these historical essays were written independently at different dates, and that there has been no opportunity either for collaboration or for revision. Mr. Hogarth's own essay, on Turkey, the latest to be finished, was compiled in the interval between two missions abroad. Wisely, we think, there has been no attempt to edit or bring the earlier essays up to date, and when quite recent events have falsified the anticipations of the writers they have been allowed to stand. Thus, when Mr. Toynbee wrote of Greece, M. Venizelos was still in power, and Bulgaria had not cast in her lot with the Central Allies. Only one common spirit animates all four writers: the broadmindedness and impartiality of the true historian. "Tout savoir c'est tout pardonner" might stand for the motto. In each of the Balkan States, no less than in Greece itself, there is much to admire, and some excuse to be found for the blackest pages of its history. Compared with Western Europe, they are in a backward stage of civilization, and some have scarcely emerged from barbarism, and for the present imbroglio the blame must lie mainly with their western neighbours. There is no abuse, not even of crowned heads—no "atrocities," no scandal, even about Queen Elizabeth, and the reader whose model historians are Macaulay or Froude or Carlyle will find it tame and colourless; but it is a worthy representative of the Oxford school of modern history, a book which the serious student of modern politics is

bound to possess. It is a pity that the maps are on so small a scale, and that there are not more of them.

Montessori Examined. By W. H. KILPATRICK, Ph.D.
(1s. net. Constable.)

Mme Montessori has been alternately proclaimed by her followers as a new evangelist and denounced by Froebelians as a false prophet, but appreciations by competent and dispassionate judges have been rare. Such a one is Prof. Kilpatrick, who has not only studied her works, but inspected her work at Rome with an open mind. He holds no brief for the Froebelians, and considers that the kindergartner has still much to learn, and may learn something from the Directrice. His conclusion is that, though Mme Montessori has in no way herself advanced the science of education, yet she has done good service in insisting that no education can be sound that is not based on scientific principles, and in demonstrating how Rousseau's doctrine of liberty or self-expression may be applied to the infant school. On the other hand, it is shown that the Montessorian psychology is "early Victorian"; that she still accepts, without reservation, the "transfer of faculties." Each sense is to be trained separately as an intellectual gymnastic. Her didactic apparatus is formal, mechanical; and, though the child may choose between the different sets, he is forbidden to play with any. She is quoted as saying, "Were I persuaded that children needed to play, I would provide the proper apparatus; but I am not so persuaded." What need we any further witness? The little handbook is a masterpiece of clear exposition.

Fundamentals in Methods in Elementary Schools. By JOSEPH KENNEDY. (5s. 6d. net. Macmillan.)

"The aim in the writing of every chapter," says the author, "has been to give aid in a concrete and definite way to teachers of the common school subjects, and to arouse impulses and resolutions for better things in the minds of elementary teachers, supervisors, and superintendents everywhere." There is no doubt that the first part of this aim has been most successfully accomplished, but as to the fulfilment of the second there is some doubt. This book, by the Dean of Education in the University of North Dakota, will be found useful by our own training college students; it is informed by a broad and breezy spirit which is invigorating and attractive. There is not a dull page from cover to cover, and, if it must be confessed there are many platitudes, they are mostly good reliable ones which it will do no harm for young teachers to ponder over and re-examine. The author has evidently had a wide experience in the teaching world which enables him to discuss usefully many of the school subjects with which the elementary teacher will be called upon to deal. Especially sensible are the chapters on "Word Work" and "Language Work." American writers on education are, generally speaking, neither profound psychologists nor original thinkers, but they possess a fund of common sense and a robust outlook on life of considerable value in the practical side of teaching.

The Industrial Training of the Girl. By W. A. MCKEEVER, Professor of Child Welfare in the University of Kansas. (2s. net. Macmillan.)

The title of this useful and suggestive volume, thoroughly misleading as it is, may possibly deter many who would be greatly interested in its subject-matter—the training of the girl from the kindergarten stage to her college career—from studying its pages. This is a pity, for Prof. McKeever has a wealth of practical knowledge of girl-nature and girl-life, and in reading his book we feel as we feel in talking to the intelligent, sympathetic mother of a large family of happy, healthy boys and girls, that an ounce of practice is worth a ton of theory, and that first-hand acquaintance with, and a love of, real living children is more valuable than a scientific and academic knowledge of child psychology. Especially is this so in the case of training college students and young mothers and teachers, to whom this book is to be particularly commended. Not, of course, that psychology is to be despised; but as during the last few years the scientific rather than the experimental method has been applied to child-study, that science is not likely to be neglected. Many a student passes out of the modern training college proud of her knowledge of the Montessori system, of the meaning of "perception" and "apperception," and so forth, yet unconscious of her ignorance of the actual child whom she will so soon be teaching. Prof. McKeever, in coming to his task as "guide, philosopher, and friend" to girls, is singularly free from all prejudices on the "woman question." "To play and work and love and serve and worship—these are the component parts of all good womanly lives. Deny a woman any one of these holy practices, and she becomes incomplete, servile, and unhappy." He holds that from earliest childhood the girl must be given *duties* to perform, even though this entail extra work and thought for the mother or nurse in charge of her; and in Chapter I, entitled "The Small Beginnings," the

author shows how the seeds of future wellbeing may be sown in babyhood. One of the most interesting sections of the book is devoted to Home and School Co-operation, in which something of the spirit of Ruskin seems to speak with the voice of democratic America. After discussing the Parent-Teacher Associations, so striking a feature of modern American life, Prof. McKeever sums up the value of the "common school," and the ideals which should govern parents who send their children thither. "The best justification of the common school is this: it makes for a united community; it inculcates sympathy, goodwill, co-operation, personal self-reliance, and loyalty to the best interests of the whole of humanity. If we can but draw the central thought of the common parent away from the idea that his child is to be trained to enter into combat with the world . . . to secure the good things of life through shrewd and cunning activities intended to wrest such things from somebody else . . . if we can induce him to think of the child as in process of learning day by day, in school and out, how to enter co-operatively into the great life of the community and the nation—then we shall have gained a strong point of vantage in behalf of human welfare." A fine and lofty view of education which, in the light of present-day events, requires more than ever to be emphasized.

'Home University Library.'—*Political Thought in England from Spencer to To-day.* By ERNEST BARKER. (1s. net. Williams & Norgate.)

Mr. Barker maintains the high standard of this series, by his presentation of the political thought of England during the last sixty or seventy years. He has not only studied all the important works on social philosophy that have appeared, but has also considered the side-lights thrown by biology, political economy, law, and psychology. The period studied is divided roughly into the years before and after 1880; up to that date the general tendency was towards individualism and the policy of *laissez faire*; after that date the doctrine of the non-intervention of the State passes away. As the author puts it: "The difference between the general tone and temper of 1864 and the tone and temper of 1914 . . . is profound. While in 1864 orthodoxy meant distrust of the State, and heresy took the form of a belief in paternal government, in 1914 orthodoxy means belief in the State, and heresy takes the form of mild excursions into anarchism." The author has the rare gift of expounding the theories he discusses and of keeping himself in the background; for this reason his book is an excellent introduction to present-day politics, the complexity of which is beginning to be more generally realized. That product of Oxford, the idealistic theory of the State, set forth in the writings of Green, Bradley, and Bosanquet, and the criticisms it provoked, are fully dealt with. Of these criticisms the one that emphasizes the fact that human nature has other spheres than conscious will and reasoning mind, such as emotions, instincts, imitation, habits, &c., is well indicated. Herbert Spencer is estimated thus: "If he had worked systematically at the thought of his predecessors, and studied systematically the real facts, he would have achieved less, and perhaps helped the world more. As it is, we must consider him a brilliant generalizer from imperfect data which he had never really thought together into a unity." Of John Stuart Mill he writes: "A transitional thinker, full of the inconsistencies natural to a period of transition, but supremely candid and generous in all his inconsistency. Mill prepared above all others for the way of the new development of English thought." He appears to us to misinterpret "Internationalism," which is not a negation of "nationalism," but friendship and co-operation of nationalities which retain their distinctive features. With this exception, however, Mr. Barker's exposition is sound, and the chapter he devotes to the political theory of literature is one of much interest. Carlyle and Ruskin are discussed in detail; Matthew Arnold and William Morris examined; and the great influence of literature on the political thought of the later nineteenth century well treated. One of the best parts of the book is the description of various phases of Socialism, where the author exhibits much insight in his distinctions and his appreciations of the various leaders. The book is quite up to date, and Mr. Barker realizes that fresh sources of thought, such as social psychology and the new economics, are diverting the current of political theory, and he hopes that in time theory will be squared more closely to fact; though then it would cease, for "it grows on the uncertainty of human affairs; it grows on the inadequacy of its own successive attempts to explain them." A bibliography, consisting of a list of books that have influenced or illustrated the progress of political thought, is added.

A History of Europe from the German Invasions to the Great Renaissance. By W. O. LESTER SMITH. (5s. Dent.)

The present War has given an impetus to the study of European history, hitherto somewhat neglected in the school curriculum. It is often difficult to reconcile the conflicting claims of the many

subjects with which the modern child is confronted; but, with all due deference to the advocates of science and classics, it must be asserted that, whatever else is relegated to a subordinate position in the time-table, European history should be in the forefront. Hence Mr. Lester Smith's volume is a welcome addition to the small number of reliable books at a cheap price that deal with this subject. The author does not claim that the book is in any way original. What he hopes to do is to arouse the young reader's interest and to help him to see history as something else than a mere tiresome subject to be "got up" for examination. The book is well arranged, pleasantly written, and contains many interesting quotations from contemporary sources which are likely to send eager students to the original writers themselves. The bibliography at the end of each chapter is much to be commended. On the other hand, exception must be taken to the maps, which are by no means equal to the text. They are over-crowded and the boundaries are ill defined. Dates now and again in the margin would be an advantage. The book is suitable for the middle forms of secondary schools, and possibly for the elementary training colleges, and should meet a large and growing demand.

"Home University Library."—*Belgium*. By R. L. K. ENSOR. (1s. Williams & Norgate.)

As an ancient nation with a long record of doing and suffering, Mr. Ensor has described Belgium in its chief aspects. He starts with the geographical characteristics and their effect on the nation. It forms the natural meeting-ground of Western Europe for trade purposes, and for the same reasons has been many times their battleground. King Albert reminded his people of their great patriotic memories in his proclamation on the German invasion, and the author here gives glimpses of the historic glories of Belgium, its years of subjection, and its independence since 1839. There is a clear exposition of the Belgian constitution and of the great struggles over the education question and the franchise. A solution to the former had been reached in 1914, but time has not been able to show its efficacy. There is a good chapter on the Art and Literature of the country, wherein it is shown that painting is the people's characteristic art. Some of the greatest names appear as depicting Labour and its tragedy and strength; in sculpture Constantin Meunier is the master; and in painting Charles de Groux and Léon Frédéric. Within the limits of a small volume Mr. Ensor has produced a creditable and in some parts attractive book, but the impression is left that the information is not first-hand and that the promise of introductory chapter has not been maintained throughout. But those who knew little of Belgium before the European War will find much to interest them.

"The People's Books."—*Germany*. By W. T. WAUGH. (6d. Jack.)

As much information as could be compressed into ninety pages is given in this little book, and Mr. Waugh has fulfilled his aim of giving the knowledge about various aspects of Germany that the public wants at present. He has been guided in his choice of topics by questions asked after lectures given to the Workers' Educational Association. A sketch of the history of Germany shows that the present Emperor is claiming the powers vested in the head of the Holy Roman Empire, who "was God's vicegerent on earth, divinely appointed to rule over men's bodies and control their temporal concerns." The leading features of the Hohenzollern policy can be traced in the career of the Great Elector, Frederick William, and Mr. Waugh leaves the reader to smile as he compares then and now. A good account of the Franco-German War is followed by chapters on the government of Germany, which is far less democratic than appears on the surface, and the Kaiser's powers, though on paper less than the King of England's, in reality are far greater. The different parties in the Reichstag are described and compared with correspondingly named ones in the English Parliament, but the likeness extends little beyond the name. Home and foreign policy are made clear, and a chapter is devoted to the omnipresent German culture. Here we differ from Mr. Waugh in his estimate of Nietzsche, whose opinions are much misunderstood in England. But the author is fair to German achievements, and praises what has been done before 1870, since when Germany has become more and more materialistic. A useful bibliography is included, and this little volume is a good introduction to the study of the books mentioned.

African Camp Fires. By STEWART EDWARD WHITE. (5s. Nelson.)

With his usual fascinating manner of recounting ordinary incidents, and his offhand method of telling extraordinary adventures, Mr. White has given an account of his hunting expedition in the district westward of Mombasa. His descriptions of Port Said and the Suez Canal are masterpieces of colour, his sympathetic tolerance of all types gives him a fair attitude, and his character sketches of natives expose the absurdities present with a kindly

humour. But he sees more than absurdities, and pays a high tribute to one of his servants: "One makes many acquaintances as one knocks about the world, and once, in a great many moons, one finds a friend—a man the mere fact of whose existence one is glad to realize, whether one ever sees him again or not. . . . Among them I am glad to number this fierce savage. He was efficient, self-respecting, brave, stanch, and loyal with a great loyalty. I do not think I can better end this book than by this feeble tribute to a man whose opportunities were not many, but whose soul was great." The personal touches and poetic paragraphs interspersed cause the reader to have almost an affection for a writer who can see the beauty around him, and can record his own exploits with so little self-consciousness. From the teacher's point of view the book is a quarry for extracts that give the spirit of the country, both with regard to the landscape and the natives. The chapter on the Masai people could, with profit and pleasure, be read aloud to young people. In fact, works of this kind should be inseparable from the teaching of geography.

The Shining East. By EMILY M. BURKE. (1s. Ralph, Holland.)

This story of ancient civilization in the central East, of Egypt, Assyria, Persia, and Phoenicia, is here told in a form that the author has found intelligible and interesting to children of eleven and twelve. She has wisely made no attempt to give a continuous narrative, and selected the most striking features which arrest the attention and impress themselves on the memory. Thus for Egypt we have the Rosetta Stone and the Egyptian deities, for Babylon the Khammurabi Code, and the stories are helped by well chosen illustrations.

The Fringe of the Fleet. By RUDYARD KIPLING. (6d. Macmillan.)

Of life in the trenches and in the fighting line, thanks to Ian Hay and other privileged onlookers and correspondents, the public has a very fair notion; but of the trawler, or auxiliary, fleet, its composition, its manning, and its daily task, little is known even to the Grand Fleet, and still less to landsmen. Mr. Kipling has lifted the veil, and in a series of instantaneous photographs shown us the very form and fashion of the new sea rovers, those "mariners

That ever with a welcome frolic took
The sunshine and the tempest."

Shells, bombs, mines, torpedoes—"it's all part of the day's work, and nothing to be proud of." "Charge them with heroism—but that needs heroism indeed! Accuse them of patriotism—they become ribald." One more reason for showing them that we whom they serve understand and are grateful. We should like a copy of *The Fringe of the Fleet* sent as a New Year's present to every man in the Navy. It would be appreciated even more than a packet of Woodbines.

General Science. By O. W. CALDWELL and W. L. EIKENBERRY. (3s. 6d. net. Ginn.)

Scientific instruction in schools is generally limited to systematic courses in two or three subjects, of which physics and chemistry are generally the chief. The authors of this excellent little volume have attempted in their teaching work to break away from the usual routine of differential science, presenting in its place a broad survey of all the commoner phenomena of nature. This method of science teaching they declare, after six years' experience, to be far more effective and profitable than the older system, both in developing a scientific attitude and in discovering individual interest and ability. The ambitious nature of the course is well shown by the five major divisions of the book:—(1) The Air; (2) Water and its Uses; (3) Work and Energy; (4) The Earth's Crust; (5) Life upon the Earth. Under the first of these divisions such subjects as the physics and chemistry of gases and combustion; temperature changes and the seasons; humidity, climate, and weather; the growth of plants; and the development and transmission of bacteria and diseases are discussed. The other sections are equally comprehensive. Given so wide a field, it would be remarkable if a student failed to find a source of interest; but it must not be forgotten that there is a limit to the number of fresh ideas which can be comfortably assimilated in the course of a year. The work covered by this book appears to us to be far too diffuse for successful adoption in an ordinary school curriculum. It would, however, be exceedingly useful to a teacher, providing interesting applications in more systematic courses of elementary science and physical geography, and stimulating him to emphasize the human note in subjects which too often are unnecessarily severe and theoretical in the treatment. The book is well written and clearly printed, with a large number of good diagrams and attractive illustrations. For the general reader, with little preliminary knowledge, it supplies an excellent introduction to the science of everyday life.

The Stars and their Mysteries. By C. R. GIBSON. (3s. 6d. Seeley.)

This astronomy for children is dedicated to "Ruth, George,

Connie, and to all boys and girls between the ages of nine and fourteen." We quote the dedication because it points to what constitutes the special merit of the book. Of Mr. Gibson's attainments as a man of science, and his pre-eminence as an expositor, there is no need again to speak, but he here proves that he knows the mind of the child, and can, without either pedantry or condescension, excite and gratify its curiosity. These lessons ("talks," we should rather call them) have evidently been rehearsed to Ruth, George, and Connie; and these are genuine talks—not the faked conversations of Mrs. Marcet and Mrs. Markham.

Modern Chemistry and its Wonders. By GEOFFREY MARTIN, D.Sc., Ph.D. (7s. 6d. net. Sampson Low.)—This forms at the same time a companion volume and a supplement to Dr. Martin's *Triumphs and Wonders of Modern Chemistry*. No science has made such rapid strides, both in theory and practical applications, as chemistry, and Dr. Martin, as himself a worker and researcher, and also as a popular expositor, has already given proofs of his competence. Technicalities are as far as possible avoided, and only the ability to interpret a chemical formula and such rudimentary knowledge are taken for granted. Explosives is a subject that has performed in the last year come home to men's businesses and bosoms, yet how few educated gentlemen can even now tell what is the active force of a shell or a torpedo: what is the essential difference between dynamite and the smokeless powders; still fewer how nitroglycerine is made. With such a manual as Dr. Thomson's to consult, there can no longer be any excuse for such ignorance. The same may be said of a more abstruse subject—radium and radioactivity. The more scientific portions are enlivened by anecdotes, some gruesome and some humorous—the science master who discovers to his horror that one of his laboratory pupils has made a pint of nitroglycerine; how a miner's dog retrieved his master a dynamite cartridge with a lighted fuse; how a workman who had disappeared without leaving a trace was proved to have fallen into a vat of nitric acid by the phosphorus found on analysis. There are other digressions and "frills" which are out of place in a work of science. It may be true that science is still neglected in English Universities, and that teachers of science are underpaid (far less so than was the case in 1900), and that research is not organized or even encouraged by the State; but a comparison of English and German ideals in education requires at least a chapter to itself. Nor is this the place for an arraignment of scientific societies, or for claiming priority in a scientific discovery. When Dr. Martin contrasts the students of science and students of the humanities as researchers and "knowledge-cramming classes," when he suggests that the nation that has the best chemists will rule the world, and dismisses Aristotle as a philosopher who "probably put back scientific thought for 2,000 years," he provokes the retort, "Vous êtes orfèvre, M. Josse," and the man of letters will have no difficulty in finding joints in his harness. The book opens with Longfellow's familiar lines to Agassiz, here assigned to "the immortal Wordsworth," and it will seem almost a profanation to ascribe to the revelations of chemistry the tranquillity that Wordsworth found in

"The silence that is in the starry skies,
The sleep that is among the lonely hills,"

while the numerous inaccuracies in quotations might be adduced as proof of the non-transference of faculties.

Plant Life in the British Isles. (Types of the Natural Orders.) Vol. III. By A. R. HORWOOD. (6s. 6d. net. Churchill.)

This volume concludes the series, which now embraces 250 typical species described, and of these 121 have full or half-page illustrations from photographs. The photographs (mostly taken by Messrs. Flathers and Garnett) are singularly clear, and, with the letterpress, should enable the beginner to identify any of the plants. The author, who is custodian of the Leicester Museum, has added an appendix showing how the work may best be made to serve the student as an introduction to general botany.

Methods in Plant Histology. By CHARLES J. CHAMBERLAIN. Third Revised Edition. (Cambridge University Press—for the University Press of Chicago.)

It is just fifteen years since the first edition of this work by the Professor of Botany in the University of Chicago dealing with the principles and methods of staining, fixing, and mounting preparations appeared, and so numerous have been the improvements, both in instruments and in laboratory methods, that this constitutes, in fact, a new work. A chapter has been added on photomicrographs and lantern slides, and, in Part II, the directions for collecting material, with illustrations, are greatly enlarged.

The Study of Plants. An Introduction to Botany and Plant Ecology. By T. W. WOODHEAD. (5s. 6d. Oxford: Clarendon Press.)

This elementary botany provides all, and more than all, that can be required of candidates for matriculation and the Senior Locals.

It might also serve the teacher of junior classes, but not as a textbook. Ecology, as indicated in the title, assumes a more prominent part than in most school botanies, and morphology is treated chiefly in connexion with plant habitat. A number of experiments that can be performed by the pupil himself are interspersed. These, however, are not graduated or arranged in order of difficulty. Thus as early as Chapter IV we have one on geotropism with the klinostat. There is an ample provision of diagrams and photographs. The main defect seems to us that it attempts to cover too wide a range. For instance, the history of classificatory botany may be made highly instructive, but as here told in a couple of pages it will leave no lasting impression.

The Mathematical Analysis of Electrical and Optical Wave-Motion on the basis of Maxwell's Equations. By H. BATEMAN, M.A., Ph.D. (7s. 6d. net. Cambridge University Press.)

This book is a valuable work on the application of Clerk Maxwell's electromagnetic theory to the equations of wave-motion, and in particular to those portions of the subject for the understanding of which an advanced knowledge of mathematics is unnecessary. At the same time it should be mentioned that the author makes free use of mathematical work with which few students become acquainted before the close of their University career. The book, interesting as it is, is therefore far beyond the range of the school course.

Five-Figure Mathematical Tables. Compiled by E. CHAPPELL, B.Sc. (5s. net. Chambers.)

The principal tables contained in this book are those of the logarithms of numbers and of their reciprocals, the antilogarithms of numbers, the logarithms of logarithms, and the antilogarithms of logarithms of numbers. The author proposes that the use of the word "logs" should be regularized, Napier's original word being unpronounceable. But, when he suggests that "illogs," "lologs," and "illologs" should be regarded as contractions for antilogarithms, &c., we think that mathematicians will refuse to follow him. Apart from the terminology, however, the printing of the tables is wonderfully clear, the page being large and the space ample.

Mathematical Papers for Admission into the Royal Military Academy and the Royal Military College for the years 1905-1914. Edited by R. M. MILNE, M.A. (6s. Macmillan.)

This volume includes the papers of the last ten years on geometrical drawing, practical measurements, and elementary mathematics, which, at Woolwich and Sandhurst, are included under the general heading of mathematics. It consists of a simple reprint of the papers, the editor's part being confined to the provision of answers, which, if we may judge from a few test cases, are accurately given.

The Psalms in Human Life. By ROWLAND E. PROTHERO, M.V.O. Fourth Edition. (2s. 6d.)

We are glad to see a new edition of this deservedly popular book. The idea of illustrating the influence of the Psalter from history was distinctly a good one. Mr. Prothero has drawn his illustrations from various periods, but has arranged these in due historical sequence in a series of chapters, starting from the early ages of Christianity, and embracing the Middle Ages, Reformation, and subsequent religious developments (Huguenots, Puritans, the Scottish Covenanters) down to 1900. The book covers a wide range of reading, the principal authorities on which this is based being given in an appendix (pages 365 to 383).

Lessons from the Old Testament. Part II: Trinity Sunday to All Saints. By the Rev. A. S. HILL SCOTT, M.A., and the Rev. H. T. KNIGHT, M.A. (3s. 6d. net. Oxford University Press.)

This volume is the second part of a work which provides "notes critical and expository on the passages appointed for Sundays and holy days" in the Lectionary of the Church of England. These "notes," as the authors explain, have been thrown "into the form of a connected statement, such as could be read from the lectern as a prelude to the actual reading of the passage." Whether such a novel practice would be desirable is doubtful. The "notes," however, are well adapted for being worked up into expository discourses. They are clear, and written from the standpoint of modern criticism. Some good illustrations are introduced.

S. Aurelii Augustini: Liber de catechizandis rudibus. Edited by WILLIAM YORKE FAUSSET, M.A. Second Edition. (Methuen.)

A new edition of this handy text has appeared fifteen years after the publication of the original edition. The notes have been carefully revised, and some additional matter has been introduced. This particular text may well be recommended as an introduction to the study of St. Augustine. "It touches on the leading heads of Augustinian doctrine, and contains a forecast of the last and

greatest of Christian apologies, the 'City of God.' It is brief and uncontroversial. . . . It gives an incidental picture of Church life at a time when the Church of Christ had entered upon a new phase of her existence." There are some illuminating remarks on the diction of Augustine on page 122.

Bible Stories for Children. (Nelson.)

The stories are mainly of children from the Old Testament—of Joseph and his Brethren, Moses in Egypt, Samuel, and David. In the second part we have the Nativity, the Flight into Egypt, and a selection of parables and passages to be learnt by heart. The anonymous narrator adds, not unskillfully, touches of local colour, and the pictures will attract children; yet as teachers we should prefer to use from the very first the Authorized Version.

English Folk-Song and Dance. By FRANK KIDSON and MARY NEAL. (3s. net. Cambridge University Press.)

Mr. Kidson is responsible for the first section on folk-song and Miss Mary Neal for the second on folk dances. Both parts form excellent introductions to their subjects, with full bibliographies for further studies. Mr. Kidson sketches the origins and changes in folk music, and classifies the kinds of songs, including children's singing games. He records attempts at collecting folk-songs in the sense of "songs and melodies born of the people and used by the people as an expression of their emotions and for lyrical narrative." In discussing the quality of folk-song, he regards the strongest and most valuable feature as displayed in its earnestness and good faith—a song does not live unless the feeling expressed is common and human. Miss Neal gives much valuable information in her introductory chapter, and throughout she traces dances to their religious origins, and reflects on their influence through the ages. In realizing that "all primitive forms of dance and drama are attempts to express man's worship of the natural forces and facts of life" she has helped to assert for dancing that high rank among the arts which in recent times has been denied it. After sketching the various references to folk-dancing before the twentieth century, she describes how the revival of the Morris dance occurred and how (we gather mainly through her exertions) it has become so widespread. A plea for the natural development of the dance is entered, so that nothing strained or artificial should creep in with official recognition and books of instruction.

Great Schools of Painting. A First Book of European Art.

By WINIFRED TURNER. (5s. net. Sidgwick & Jackson.)

We can cordially recommend Miss Turner's book for children. It deals with the schools of Italy, the schools of Germany and the Netherlands, and the Spanish school. The author shows a real insight into the child's point of view and children's lines of interest. We can well imagine that such a book would set a child upon the path of appreciation of pictures, a side of art-work far too much in abeyance at present in our schools. The black-and-white pictures are excellent reproductions. Miss Turner has wisely chosen mostly from National Gallery pictures, so that the illustrations can serve as reminders of originals children should easily be able to see.

Anthology of English Prose. By S. E. GOGGIN and A. R. WEEKES. (2s. 6d. Clive.)

This collection of prose passages, ranging from Mandeville to Thomas Hardy, is intended as a companion volume to the *Tutorial Textbook and Tutorial History of English Literature*, but the introduction, giving a bird's-eye view of English prose, and the brief biographies prefaced to each author's work give it an independent value. The passages chosen are most of them familiar to the adult reader, but it may be contended that this, from the student's point of view, is a recommendation, and they are all characteristic of the several authors. The glossary is intended to supersede notes, and we agree with the editors that there is no need to distract and dissipate the student's attention by explaining every minute allusion and reference. Yet we think that many of the extracts, especially those from plays and novels (which are numerous), do need notes explaining the situation in giving the context.

Art in Flanders. By MAX ROOSES. (Heinemann.)

The latest volume of "The General History of Art Series," by the Director of the Plantin-Moretas Museum in Antwerp, has acquired an unexpected and melancholy interest since it was compiled. Many of the records and works of art on which it is based have perished in the cataclysm, and the author's concluding words, testifying to the past greatness of Belgium, her recovery from a period of decadence, her originality, independence, and promise for the future, though we are confident that they will still be justified, should have been couched in different terms. Besides four full-page coloured plates, there are over three hundred inset illustrations. The photographs are excellently reproduced, and some, especially the portraits, are beautiful in themselves, but all will serve as fruitful reminders to those who have seen the pictures

and buildings. The letterpress supplies just what we look for in a guide-book, and rarely find, a critical description of the picture, with date and present locality, and a biographical account of the artist in relation to his times and school of painting. There are full bibliographies and an index.

Life in a Railway Factory. By ALFRED WILLIAMS. (5s. Duckworth.)

Mr. Alfred Williams will be known to many as the Wiltshire poet and prose idyllist. Here he records the experience of twenty-three years as a "hand" in the sheds. He is a faithful chronicler of what he has seen and known, and he writes as Wordsworth wrote, with his "eye on the object." He makes no pretence to be either a man of science or a political economist, and he frankly confesses that he writes from the workman's point of view. The main reform that he advocates is a week of forty-eight hours, so as to allow two clear days of rest. In July 1914 the average hours per week in the Swindon Railway Works were 54, and the average wage, if we exclude foremen at the top and unskilled labourers at the bottom of the scale, was about 30s. Whether in this shape the reform is feasible we cannot pretend to judge, but Mr. Williams will convince most readers that both justice and expediency demand a change in this direction.

Lowell's Fireside Travels. With an Introduction by E. V. LUCAS and Notes by F. A. CAVENAGH. (3s. 6d. Clarendon Press.)

This is the first English reprint of a volume known to few even of Lowell's admirers from a copy that Mr. Lucas picked up on a London bookstall. We should not rate it so highly as the introducer. There are wit and humour, and a polished satire, keen observations of men and Nature; but there is also a superabundance of learning and preciosity. He has not shaken off the dust of the lecture-room, and we miss the easy grace of Heine's *Reisebilder*. To track all his allusions would be almost as hard a task as to annotate Burton's *Anatomy*. We have to thank Mr. F. A. Cavenagh for elucidating many of them, but notes on *Nunc dimittis, habitat*, and the like are surely superfluous.

(1) *A Book of English Essays (1600-1900).* Selected by S. V. MAKOWER and B. H. BLACKWELL. With Notes by A. F. SCHUSTER. (2s. 6d. Oxford University Press.) (2) *Dream-thorp.* By ALEXANDER SMITH. With Introduction by HUGH WALKER and Notes by F. A. CAVENAGH. (1s. 6d. Oxford University Press.) (3) *Essays in Criticism.* Second Series. By MATTHEW ARNOLD. (1s. net. Macmillan.)

What is an essay? The dictionaries give us little assistance, and the best answer we know to the question is to be found in Prof. Walker's *Introduction to Alexander Smith's Essays*. (1) Includes such different types of essays as Bacon's *Of Superstition*, Goldsmith's *Asem—an Eastern Tale*, Macaulay's *John Bunyan*, and Pater's *Notes on Leonardo da Vinci*. It is a well chosen miscellany, but we cannot agree with the editors that Bacon used the word in the sense of "a test or assay," not of "an experiment." The notes are brief and clear, but not illuminating. A class that has to be informed that Palmerston was a Liberal and Disraeli a Conservative, or needs an explanation of "tables of interest," will not care to know that Addison's *Essay on the Georgics of Virgil* was written in his twenty-first year, or be likely to look up the reference; but they will be curious to know who were the characters in the famous literary quarrel so delicately handled by Thackeray in *De Finibus*. (2) Alexander Smith leapt into sudden fame with his *Life Drama* in the early fifties, and then suffered an eclipse from which he has never emerged. Prof. Walker vindicates his claim to a distinguished place among poets of the second order, and a still higher place among the essayists whose prose is tinged with poetry, as De Quincey's, Pater's, and R. L. Stevenson's. Not even the prefatory note of "C." is needed to commend (3), but we may call attention to the price.

Marlowe's Dr. Faustus and Goethe's Faust, Part I. Introduction by Sir ADOLPHUS W. WARD. Notes by C. B. WHEELER. (2s. 6d. Humphrey Milford.)

If only by way of contrast it is an advantage to study the two plays, so alike in name and subject and yet so different, in one convenient volume. The Introduction deals fully with the sources of both plays, and discusses the doubtful points in Marlowe's life, and the text and date of his plays and poems. Here the editor is on his own ground, and to praise his work is supererogatory. In treating of Goethe there is little to be done but to condense and arrange what has been already said. We regret that Anster's translation has been chosen in preference to Bayard Taylor's, or even Hayward's prose version, here dismissed as "rather bald." The Notes to the two plays are in inverse ratio to their length. Those on *Dr. Faustus* are full and instructive, while those on *Faust* are meagre, and make no attempt to correct Anster's mistranslations.

Letters Written in War Time—XV-XIX Centuries. Selected and arranged by H. WRAGG. (1s. net. Humphrey Milford.)

No apology was needed to introduce this volume of "The World's Classics," compiled by Mrs. Wragg. The letters are as varied in kind as in date. We like best the *intime* Paston letters and those of Lady Mary Wortley Montagu, Horace Walpole, and in particular of Lord Collingwood. Some of Burke and Wellington are rather despatches than letters, and of Burke's letters on the French Revolution, addressed "To the Public," it cannot be said that "they were never intended for our eyes."

"Bohn's Standard Library."—*The Letters of Percy Bysshe Shelley.* 2 vols. Edited by ROGER INGPEN.

In the preface to his 1909 edition of Shelley's letters, Mr. Ingpen says: "The following pages contain a total, including a few fragments, of about 480 letters—that is to say, considerably more than three times as many as have appeared in any one previous collection. Of these, 38 letters, so far as I am aware, have not been printed before, and upwards of fifty contain hitherto unpublished matter." In the reprint of 1911 a few more letters were added, and some further emendations and additions have been made in preparing the book for "Bohn's Standard Library." The care Mr. Ingpen has evidently spent on his task; the number of letters collected; and the biographical notes on Shelley's correspondents and on some of the people (e.g. Mrs. Boinville) referred to in the letters, make these volumes a very welcome addition to the library. The type is clear and pleasant. We find the headings to the pages sometimes useful, but occasionally more suggestive of cinematograph films than of Shelley's correspondence—i.e., "Come and live with us," "Brothers of my soul," "Hogg and Harriet." Among many interesting notes is the account taken from the *Century Magazine* for October 1905 of Shelley's Tanyrallt adventure, "for 92 years one of the inexplicable events of the poet's life."

All's Well. By JOHN OXENHAM. (1s. net. Methuen.)

We connect the name of John Oxenham solely with novels, but, as we learn from the cover of *Bees in Amber*, fifty-two thousand, and of his *Hymn for the Men at the Front* four million, copies have been sold. This attractive little volume contains the *Hymn* and one lyric that will go straight to the hearts of all who watch and pray at home:—

"Where are you sleeping to-night, my lad,
Above ground—or below?
The last we heard you were up at the front,
Holding a trench and bearing the brunt;
But—that was a week ago!

We would gladly have quoted the whole. For the rest, the poems are uneven and unpolished; but they are all sincere, and not mere *vers d'occasion*.

English Grammar, with Analysis and Parsing. By H. G. SMITH and G. H. BELL. (1s. 6d. Mills & Boon.)

A very simple grammar, giving the fundamentals of English accidence and syntax, and we do not see why the author should limit its use to secondary schools. The nomenclature of the Committee on Grammatical Terminology has been adopted, but this will help, not hinder, pupils who are not learning French and Latin. Orthoëpy and Orthography are named as the first parts of grammar, but of Phonetics and Spelling there is not a word. We should like to see the classification of nouns as common, collective, abstract banished—at any rate, from elementary grammars. Some warnings might have been added against common errors in English, and these would have furnished variations on the exercises, which are somewhat dull. We can, however, commend the Grammar as a successful attempt at simplification.

A Book of Northern Heroes. Compiled by A. J. DICKS. (1s. Ralph, Holland.)

We welcome these selections from Northern Sagas, including the little known *Kalevala*, in a new edition.

Hans Andersen's Fairy Tales. First Series, Second Series.

Edited by J. H. STICKNEY. (Each 2s. Ginn.)

This selection is graduated, the simpler and shorter tales appearing in the First Series. They are prettily illustrated in black and white by Edna F. Hart. The text is a *contamination* "of the four or five translations current in Europe and America." Why not straight from the Danish?

First Steps in English Grammar. By FRANK RITCHIE. (1s. Longmans.)

Mr. Ritchie has had long experience as a preparatory-school master, and knows what young shoulders will bear. He has had the courage to let the old grammarians, from Lindley Murray to Mason, go by the board, and give only as much as children can be expected to understand. Thus, we have provisional definitions of the parts of speech, confessedly imperfect, but sufficient to enable

the pupil to pick out the verbs, nouns, &c., in a sentence. "First Steps" will lead the pupil safely over the analysis of the simple sentence.

Philips' Synthetic Maps. By E. G. R. TAYLOR. (6d. net per set. G. Philip.)

There are eight sets of maps: *The World, Europe, Asia, America, Africa (North and South), Australasia, and The British Isles*. Each set consists of two coloured foundation maps and eight transparencies, adapted for superposition on the coloured physical or political map, or two transparencies may be combined. For each set a stout Manilla case is provided. In the hands of a skilful teacher with a fairly advanced class, this novel application of the synthetic method may prove a great success, but there must have been much careful spade-work before the maps can be profitably employed.

Bell's Geographical Illustrations. By M. DOROTHY HARDY.

This set of six coloured illustrations are suitable for the early geography lessons of children of seven or eight. They are clear and brightly coloured, and likely to interest small children.

Introduction to African Languages. Translated by A. WERNER. (4s. 6d. net. Dent.)

The names of both author and translator of this monograph are sufficient guarantee of its value. Herr Mimhof is Director of the Hamburg Colonial Institute, and Miss Werner is Swahili Lecturer at King's College, London, and is well known for her articles on African subjects in the *Journal of the African Society* and elsewhere. The book consists of a series of lectures designed to arouse the interest of non-specialists as well as of those personally connected with Africa. The lectures are most stimulating and suggestive, and are notable for a modesty not always inseparable from German research. The translation is admirably clear, and in some instances English examples of phonetic changes have very sensibly been substituted for the German originals. It is much to be regretted that Miss Werner has not added a few more notes of her own, and there is no Index. Statements such as that on page 106, that Fulani has become a trade language, or that on page 155, that inflectional languages are confined to the Caucasian race, need correction. The black and white map in the English edition is very much less clear than the tinted one of the German edition.

Sicilian Studies. By the Hon. ALEXANDER NELSON HOOD. (5s. net. Allen & Unwin.)

We welcome this collection of studies by the Duke of Bronte—to give the author his Italian title, already known to us by his delightful *Tales of Old Sicily*. Some of the essays and stories have appeared in the *Fortnightly* and other monthlies, and it is pity that they are not dated. We doubt whether Mr. Hood would write in the present year of grace as he did at the time of the Mafia and Italian Socialism. The sketches are brief and vivid, and make no pretence to be exhaustive. The Notarbartolo *procc's*, which might have furnished Victor Hugo or Browning with a whole romance or epic, is related in as many pages as it took years, and we cannot gather from the text the date. Does *upocrates* (*sic*) mean properly "an explainer"?

The History and Economics of Transport. By ADAM W. KIRKALDY and A. DUDLEY EVANS. (7s. 6d. net. Pitman.)

Transport is a recognized subject prescribed by the newer Universities and schools of economics for degrees and diplomas in commerce, and an adequate textbook has long been a desideratum. The two authors, one Professor of Finance in the University of Birmingham and the other Secretary of the Birmingham Exchange, in this full and methodical history, brought down to the outbreak of the War, supply the student in a convenient form with the information he has hitherto had to collect from multifarious and not easily accessible sources. It is a history, not a treatise, and the reader is furnished with the data and left to draw his own conclusions. Much of the matter—for instance, the discussion of the State Purchase and Government Control of Railways—will interest a wider circle. The History of Canals bulks large, and the Report of the Royal Commission issued in 1909 is severely, but not unjustly, criticized. We should have welcomed a full account of the Liverpool and Manchester Ship Canal, to which there is only a passing reference. Little, again, is heard of the Panama Canal, but in this case it may fairly be pleaded that the commercial effects of this gigantic venture have still to be seen.

Bramble-Bees, and Others. By J. H. FABRE. Translated by A. TEIXEIRA DE MATTOS. (6s. net. Hodder & Stoughton.)

The death of the great naturalist as the latest volume of this uniform English edition of Fabre's works was passing through the press adds to it a poignant interest. Who can read unmoved the biographical fragment entitled *The Helicti*? Fabre was stricken with pneumonia and, as he believed, at the point of death. Ready

to depart, in the firm faith that the after-life must have higher and fairer things to teach us, he still wished to take leave of the Hymenopter, "my fondest joy on earth," and sent his son out to make for him a final observation. The ruling passion was strong in death. As an observer, no naturalist of this generation save Darwin can compare with Fabre. He was content to observe and to record his observations with a literary grace to which Darwin was a stranger. Of evolution and natural selection he knew little and cared less. "Others may reason, and welcome; 'tis we who know," was his proud yet modest boast. Mr. de Mattos is an accomplished translator. We should have welcomed a few more notes, and there was no need to affix "Translator's note" to each conversion of French metres into inches.

Whittenbury College. By ALICE M. CHESTERTON.
(3s. 6d. Nelson.)

Whittenbury College is a domestic science college, and this is the first schoolgirls' book we remember to have come across which deals with the life at these new institutions. The book is brightly written, the characters are alive and individual, and this new setting brings a welcome change.

Messrs. Cassell send us a selection of Letts's *Diaries*, which offer this year even a greater variety of form, size, and binding.

Messrs. Macmillan have sent us the Key to "A New Algebra," Parts IV, V, and VI, by S. BARNARD and J. M. CHILD (8s. 6d.), and to "Plane Trigonometry," by H. S. CARSLAW (6s. 6d. net).

Among recent volumes of the "Collection Nelson" we may call attention to an admirable translation of Erskine Childers's *Riddle of the Sands*, by Jeanne Véron, *Poésies* (Alfred de Vigny), and *Numa Roumestan* (Alphonse Daudet). (Each volume 1s.)

We have received from Messrs. T. C. & E. C. Jack some specimens of their school pictures. They are printed by an entirely new process from photographs or, when these are not available, they are based upon drawings. Roughly, they are divided into three series—Classical, Geographical, and Historical. They are printed on strong cartridge paper, and may either be hung framed or unframed on the walls or used with a patent holder supplied by the publishers, which can be hung over an easel or blackboard. While on a close inspection certain defects may be found in the new process, yet on the whole the pictures are excellent, clear and strong in light and shade, without hardness; most effective and instructive as decorations for the schoolroom. The size is 20 in. by 28 in., or with margin 29 in. by 35 in., and they are sold at the very reasonable price of 1s. 6d. each, subject to discount. Among the specimens sent to us we would specially mention "The River Tiber and the Tomb of Hadrian," "Venice and the Grand Canal," and "Moreton Old Hall, Cheshire."

WAR MAPS.

(1) *Map of The Western War Area*. Being one of the series of "Oxford War Maps" issued by the Clarendon Press. (12s. 6d. to 17s. 6d. net, according to mounting.) (2) *Bacon's New War Map of South Central Europe*. (6d. or 1s. net.) (3) *Philips' Relief Model Map of Central Europe*. (4d. net.) (4) *Philips' Pictorial Pocket Atlas and Gazetteer*. With War Supplement. (1s. net.)

(1) Naturally the war has stimulated the publication of maps—four recent specimens lie before us. The Oxford *Map of the Western War Area* is a fine example of the art of the map-maker. It is 60 inches square, 8 miles to 1 inch, with contour lines and layered colouring. It embraces the Seine Basin, Belgium, and the Rhine Lands, with the S.E. part of England, and the adjacent seas, and is compiled by the late A. J. Herbertson (editor of the series) and H. O. Becket. Sea level is neutral (white) and there are six shades of brown to mark levels from 100 to 1,200 metres, as well as a pale green for land below sea level. Nuances of blue similarly indicate depths of the Channel and North Sea. There are also six different marks for the graded populations of towns, and, of course, the usual graphs and signs for railways (double and single lines), canals, the political frontiers of 1914, fortresses. We cordially commend this admirable work for the use of Colleges, Schools, Clubs, Polytechnics—indeed, for all institutions whose directors can afford to buy it. It is well worth the money; the wonder is that it can be produced at less than a guinea. We know that a copy to the Free Club for Soldiers and Sailors in St. Martin's Lane, W.C., is much appreciated.

(2) *Bacon's New War Map* embraces the eastern area, extending north to Warsaw, south to Greece, east to Sebastopol, west to Budapest. It is in fine bold colours, and distinguishes clearly the frontiers of Serbia, and the adjacent kingdoms of the Near East whose boundaries and conflicts have served as an excuse for the conflagration of Europe.

(3) Is a convenient contour and relief model of *Central Europe* in bold colouring at 4d.

(4) Philips' well known and popular *Pictorial Atlas* is now issued with a *War Supplement*, the western area bound in with the frontispiece, the eastern at the end of the book. It contains a convenient summary of British and German Army organization. It is a book so handy for reference and travel that the reviewer retained it for these purposes.

Contour Wall Map, illustrating Military Operations in the Seine and Rhine Basins. (Bacon.)

This is an exceedingly clear contour map on a scale about 16 miles to 1 inch. It shows the main towns, railways, canals, and steamship routes. The map is strongly mounted and varnished.

TEACHERS' GUILD ON L.C.C. REDUCTIONS OF STAFF.

THE Council of the Teachers' Guild desires to draw public attention to the serious injury to educational work in London that is involved in the reduction of staff, both in secondary and in elementary schools, that is now being carried out by the Education Committee of the London County Council. We recognize that education, like all other departments of public life, must expect to suffer at this crisis in our national history, and we believe that teachers are willing to make any personal sacrifice that may be necessary in the interest of national economy, but we think it important that any sacrifice of educational efficiency should be made with a full realization of its gravity, and with a clear understanding that it shall be only a temporary measure. Recent educational advance has been achieved largely through the reduction in the size of classes, and the resulting possibility of more specialized teaching and closer personal attention. The changes now being made will not only involve larger classes, but fail to take account of the special circumstances of different schools, and will tend to reduce the work of the most efficient schools to the level of the less efficient.

As a temporary measure, it may be our duty to acquiesce in this policy, at a time when many of our male teachers have volunteered for military service. But we foresee the danger that, in the demand for economy that will rightly be made after the War in all departments of public expenditure, the present policy may be retained, or even extended. We believe that our most pressing need, after the War, will be for greater educational efficiency, and that the sacrifice of educational progress is the one sacrifice that, as a nation, we must not allow. The welcome that has been given by a section of the press to the action of the London County Council, and the fact that other Educational Authorities are already adopting the same policy, lead us to feel that bodies like our own ought not to allow it to be supposed, by their silence, that they are not alive to the injurious effect, particularly in the teaching of science and modern languages, of the reduction of staff that is now being made, and to the importance of restoring, at the earliest possible moment, a standard of staffing at least as large as that which is now being abandoned.

UNIVERSITIES AND SCHOOLS.

LONDON.

The incendiary bombs dropped from Zeppelins are alone able to pierce the gloom which overhangs "the London district." So long as the War lasts there is not likely to be any great University development in London. Sir Henry Miers has left by the Manchester express, and the office of Principal remains vacant. Advertisements inviting candidates for the post were widely published during the summer vacation, but, according to report, no action is contemplated at present in filling the appointment.

The military activities of the University continue without abatement. From the outbreak of War up to the end of August, 1,521 cadets or ex-cadets of the University O.T.C. had proceeded to commissions, and 189 commissions were obtained before the War, giving a total of 1,710. In addition 245 students or graduates, who had not served in the University O.T.C., obtained commissions on the recommendation of the University. Apart from the large number of students or graduates who have obtained commissions through other channels, well over two thousand officers have been provided for the War through the University O.T.C. or

by direct recommendation. Distinctions obtained by ex-cadets include one V.C. and more than ten Military Crosses. This is a creditable record, because it exhibits the spirit of sacrifice, both as regards willingness to serve and, what is not less important, preparation for service. The list of graduates and students killed in action, as prepared in connexion with the memorial service on All Souls' Day at the Temple Church, includes some two hundred and fifty names, and all the colleges and hospitals connected with the University are worthily represented. The address of the Bishop of Kingston at this service was admirable alike in thought and expression. The Chancellor (Lord Rosebery) and many other high officers of the University attended.

The first Principal of the University, Sir Arthur Rücker, who retired some seven years ago, has recently died. Owing to failing health he was not able to maintain close relations with the University after his retirement. The appreciations of his life and work, which have so far been published, have done scanty justice to the work which he accomplished and attempted in the development of higher education in London. The incorporation of University and King's Colleges in the University owed much to his ability and perseverance. In his work in connexion with the reorganization of the Royal College of Science at South Kensington, it may seem that he was less successful. The facts may appropriately be recalled, both in justice to his memory and for their bearing on the present position in University politics. The reorganization started with an announcement by Lord Rosebery, as Chancellor of the University of London, of a generous benefaction and a well conceived scheme for the establishment of a new school of applied science in the University. For reasons which have never been explained, the Board of Education assumed paternity of this scheme. In 1904 the President of the Board set up a Departmental Committee to inquire into the Royal College of Science, at that time a Government institution. Rücker was appointed a member, and took an active part in the examination of witnesses and in the other proceedings of the Committee. The Committee's final report, signed early in 1906 by Mr. (now Lord) Haldane and the other members, proposed the combined scheme now known as the Imperial College. As to the relations between the Imperial College and the University, the report stated that, if changes could be made in the character and constitution of the University which would make it desirable to amalgamate the College and the University, the Committee wished to see such modifications made, and the two institutions amalgamated accordingly; and they recommended that the relations of the College to the University should be made the subject of inquiry by a Royal Commission. Rücker had evidently worked in the Departmental Committee for the closest possible association of the College with the University. With Lord Reay he signed a dissenting note to the report, urging that steps should be taken, as soon as possible, for the incorporation of the College in the University, and, in the body of the Report, a statement of the arguments in favour of incorporation is printed, which, one may assume, was drawn up by Rücker, or, at least, embodied his views. After referring to the action already taken by the University to unify higher education in London, the statement concludes: "It would be a serious step to check a spontaneous movement, which is thus healing the divisions and rivalries that have hindered the progress of University education in London for three-quarters of a century, by reverting to the principle of dual or multiple control, which, as experience has shown, tends neither to economy nor efficiency." In the negotiations which followed the publication of the Report, Sir A. Rücker, as Principal of the University, with Sir Edward Busk as Vice-Chancellor, continued to fight strenuously for the same principle of unification. At one time it appeared possible, during Mr. Birrell's Presidency of the Board of Education, that the questions at issue would be settled by agreement, without reference to a Royal Commission. But, in the end, other counsels prevailed, and the seeds of disunion sown by Lord Haldane's Committee have borne their poisonous fruit. I do not doubt that the failure of these negotiations embittered the closing years of Rücker's official life; but his work during these difficult years showed his characteristic loyalty and singleness of purpose, and one may safely add, in the light of subsequent events, his soundness of judgment.

OXFORD.

The *Magazine* published at the end of term the number of undergraduates in residence this term. There are still almost seven hundred. It would be interesting to know what proportion of the number are English-born students. Our numbers will be still further attenuated by the new War Office Regulations affecting the Officers' Training Corps. The purpose of these regulations, to prevent men from remaining term after term in the O.T.C. without taking a commission, is obvious, but the remedy of abolishing

the O.T.C. altogether after the end of February is hard on the University. No one is to be given a commission through the O.T.C. who joined it after Lord Derby's scheme, and those who joined before that date must take a commission by the end of February. The disadvantage of these new regulations is that there are a certain number of men, newly elected scholars and others, who are still too young to get a commission. They had been advised to come up for one or two terms and get their course started while getting military training in the O.T.C. at the same time. That was alike their best academic and military course, but it seems now impossible. However, as the rule that commissions in the future are only to be obtained through the ranks is to apply universally, it could not be expected that an exemption should be made for this small minority. The stopping of the O.T.C. will not, of course, affect the School of Instruction for Officers at Oxford with which the staff of the O.T.C. are occupied. That school has been recently raised to four hundred.

The Vice-Chancellor has issued a memorandum dealing with University finance, from which it appears that the deficit on the year's working of over £1,500 has been more than made up by special contributions, so that the University will start 1916 with a credit balance of over £2,000. This is as gratifying as it was for most of us unexpected. Of the £1,700 collected from abnormal sources, £700, however, came from the balances of the Common University Fund and the Faculties Fund and will not be again available. The outlook for 1916, therefore, is not bright.

The first Research Certificates awarded by the University of Oxford to women students have been granted to Miss F. Bickersteth and Miss A. Cuming. Both are members of the Society of Oxford Home-Students, and offered dissertations on subjects of mental science. These certificates would, had the recipients been men, have entitled them to proceed to the Research degree of B.Sc.

LEEDS.

The Long Vacation and the Michaelmas Term have alike seen the steady continuation and extension of the War work of the University. During the vacation the students had more leisure to help in munitions and in other ways. The women students, during the weeks when the National Register was in preparation, gave organized help which drew an acknowledgment from Mr. Walter Long. The Chemical Department has carried further its co-operation in the attempt to cope with the mortality from infection of wounds with some results of the highest value, which have been utilized in the military hospitals, both here and in France. This War section of the University work in all the Departments was honoured by a visit from His Majesty the King, on Monday, September 27. His Majesty's example has been since followed by many others, including members of the County Councils of the West, East, and North Ridings of Yorkshire, and of the Leeds City Council and Education Committees. The work of the Agricultural Department received special notice. A large number of applications from girls and women for training at the University farm at Garforth have been received, of which only a limited number could be accepted owing to want of hostel accommodation.

The ordinary work of the University has gone on well, in spite of the large number of absences (including those of twelve heads of departments) both among the teaching and administrative staffs. The reign of economy has set in strongly, and all, young and old, vie with one another in cutting down expenses. The University has also co-operated with the City in producing a War Economy Exhibition.

Among the most highly prized recreations of the term has been a visit from the Serbian sculptor, M. Meštrović, followed up, as it has been, by the arrival of specimens of his work at the City Art Gallery.

Meanwhile, the University Roll of Honour, which stood at 919 at the beginning of term, steadily grows.

WALES.

In the recently issued Report of the Central Welsh Board on the Inspection and Examination of the County Schools, there are some very interesting statistics and comments, which enable us to gain an insight into the general character of the work of the schools and their progress. The total number of pupils actually increased during the last school year, and is higher than any previously recorded, and we are informed that during the current year there is a still further increase. In the year 1914-15 there were 15,203 pupils on the school roll—7,174 boys and 8,028 girls, a total which represents an increase of 1,010 pupils. It would be interesting to discover the reason for this influx of new pupils into the schools at this time of crisis, and also to know whether in any other part

(Continued on page 44.)

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of the Kingdom the number of pupils in the secondary schools has shown an upward tendency. The scope and extent of the written examination are apparent from the tables supplied in the Report. No less than thirty-three different subjects were examined, ranging from Metallurgy, taken by one school, to subjects like English Language and Literature or Mathematics, taken by all the 102 schools, and altogether 53,087 scripts were sent in by the pupils. One cannot help asking whether there is any other examining body which recognizes such a variety of subjects or allows the schools under its control such a wide latitude in the choice of subjects. To say that the Central Welsh Board examination system tends to foster uniformity and rigidity in the face of these facts, is, of course, an absurdity, and yet even such a well informed member of the Central Welsh Board as the Registrar of Aberystwyth College states, at a Prize function, that the students at the College, though remarkably well trained, are like "postage stamps"! If that is the case, it is not the fault of the system, but must be due to neglecting to take advantage of its elasticity and freedom.

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One of the minor educational problems to which attention is persistently being called in Wales is the position of this examination, and therefore it is instructive to find out whether it fulfils an important function in the schools. From the Report we see that last

The Junior Certificate Examination.

year 2,354 pupils entered for it, from which figure it seems to be a fair inference that, if it were suspended, considerable dislocation of the work of the schools would result. This fact seems now to be recognized, for, during the current month, there has been a strong consensus of opinion that, in spite of the Welsh Department's plea for economy, the examination should be retained. The important counties of Glamorgan and Monmouth, as well as the overwhelming majority of the Heads of the schools, have voted against its abolition, and therefore it is difficult to see how the Central Welsh Board can act contrary to their wishes, whatever its own opinion on the question may be. The proposed Conference at Llandrindod Wells is likely to be a fiasco. It is understood that Education Authorities have a strong objection to suspending the Central Welsh Board Junior Examination, while the Department raises no protest against holding the various Junior Locals, and so placing pupils from the intermediate schools at a serious disadvantage compared with the pupils from other secondary schools in Wales. Besides, the saving in money is not, in their opinion, sufficient to justify such a sweeping change in our examination system. On the other hand, it is only fair to recognize that in the boys' schools work is being carried on under great difficulties owing to the extensive enlisting of the staffs.

The proposed amalgamation of the Higher and Honours Examinations will probably be carried into effect during the current year.

We regret to record the death of that distinguished Celtic scholar and antiquarian, Sir John Rhys. He started life in comparatively humble circumstances, but, by dint of great natural gifts and indomitable perse-

Sir John Rhys.

verance, he gained for himself a European reputation in his own particular branch of study. It is not too much to say that he was the founder of the modern school of research into Welsh history and origins. As Principal of Jesus College, he exercised a wide influence over Wales, and under his regime the advantages of that ancient Welsh institution were made more easily available to Welshmen than ever before in its history. He was a member of the Executive Committee of the Central Welsh Board from its start, and, though he did not take a very active share in its deliberations, yet he exercised a quiet influence in the direction of efficiency and the maintenance of a high standard of work. Naturally he was rather conservative in the matter of curriculum. It was chiefly through his initiative that the Authorities of Jesus College, Oxford, were induced to award annually two scholarships of the value of £80 to the best pupils in the Honours List in Classics or Mathematics of History, and by this means a University career became possible to many a brilliant but poor Welsh boy. Of his work in his own special departments of study, others must speak. We can only recognize his geniality, his modesty, and the sincerity of his interest in everything that appertains to Wales and to the Welsh people.

SCOTLAND.

At the annual meeting of the governors of University College, Dundee, it was reported that the number of students, which in recent years averaged 200, had fallen last session to 138, and that in the present session there were only 116 matriculations. The teaching

staff has been considerably reduced. There is a small deficit in the accounts; but the finances of the College are, on the whole, in a satisfactory condition.

The news of the death of Emeritus Professor Alexander Moody Stuart, LL.D., has been received with much regret by his former colleagues and students.

Glasgow.

He was Professor of Law in the University from 1887 to 1905, when he retired on account of ill health. A learned lawyer and an excellent teacher, he did valuable service to the University during his tenure of the Chair. The Senate has appointed Professor Noel Paton to be one of its assessors on the University Court.

The late Mr. William Dey, LL.D., formerly Rector of Old Aberdeen Grammar School, and for many years a member of the University Court, has bequeathed to the University £8,000 as an endowment for the purchase of books for the University Library.

Aberdeen.

On the recommendation of the Senate, the University Court has approved the addition of Military Science to the Department of Science as a subject for graduation in Arts. The new subject is classed as cognate with geography. Only those cadets of the O.T.C. who pledge themselves to apply for a commission in His Majesty's Forces at the end of their University training will be allowed to select the subject of Military Science as a qualifying course for graduation in Arts, and students who take Military Science and Geography as cognate subjects will be required to take Military History as one of their remaining subjects for the degree.

At a recent medical graduation, Principal Sir William Turner mentioned that the number of medical students enrolled for the present session is 676, as compared with 1,111 at the corresponding period in 1913. The number of first-year students is 147, compared with 188 in 1913. The annual report of the University Union shows that about 1,800 members and former members are on active service. Over 1,500 hold commissions in the Regular Army or in the Navy Medical Service.

The University Court has issued a draft Ordinance requiring candidates for degrees in Music to pass the Arts or Science Preliminary Examination instead of the special Preliminary Examination which has hitherto been required.

At the meeting of this Committee in December it was reported that only a few of the 541 students who completed their training in June and October 1915 had not yet been placed in schools. It is expected that in a short time all the students will have received appointments. 392 of the students, trained under the Committee since its institution, have enlisted in the King's service, and of these 80 hold commissions. The Committee sent its congratulations to Corporal James Lennox Dawson, who was a student in training from 1909 to 1913, and who has been awarded the Victoria Cross.

Glasgow Provincial Committee.

IRELAND.

At a meeting of the Senate of Dublin University on December 4, Robert Macalister, LL.D., Secretary of the Royal Irish Academy, was elected a representative on the Council, in place of the Archbishop of Dublin, Dr. Bernard, who has resigned.

A meeting for conferring degrees was held on December 20, the Vice-Chancellor presiding, when the successful candidates in the autumn examinations received their degrees.

A large and representative congregation assembled at University College Chapel in St. Stephen's Green, on November 27, when a solemn Requiem Mass was offered up for the souls of past and present students who have fallen in the War. The celebrant was the Rev. Dr. Hickey, Dean of Residence, and an appropriate address was given by the Rev. P. Walsh, M.A., Dean of Residence. There are 237 students of the National at present serving with the Colours.

A meeting of Convocation was held on December 14, when the Annual Committee was elected, and a resolution was carried recommending that facilities, such as exist in some of the leading Universities in Great Britain, for lectures delivered in the evening, and leading up to degrees, should be granted in the National University also.

At a meeting of the Monaghan County Council, at the end of last month, a discussion arose on Irish as a compulsory subject for the County Council scholarships, some members opposing it on the ground that it involved injustice to Protestant schools and rate-payers. (Educational issues do not appear to have entered into the deliberations of the Council: one member declared incidentally that German was a language which "no decent man" should know.) This discussion drew forth a leading article in the *Irish Times* next

(Continued on page 46.)

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day, which was followed by an animated correspondence in the columns of that journal on compulsory Irish in the Entrance Examination of the National University. Among the opponents of compulsory Irish were Mr. John Dillon, M.P. (who, however, pointed out, what is quite true, that compulsory Irish for the County Council scholarships and compulsory Irish for the University Entrance Examinations were two distinct questions, the latter being a domestic one which should be decided by the University Senate), and Prof. Alexander, of University College, Cork, who declared that the regulation was injurious to the interests of the University, both as hampering its freedom in arranging courses and driving away possible students. On the other side appeared Prof. Macalister, of University College, Dublin (whose linguistic accomplishments make him a highly competent witness, while his religious and political opinions place him beyond the suspicion of any bias towards the popular side), who defended compulsory Irish both on educational and national grounds and also vindicated the character of the entrance examination in Irish, affirming that it was rigorously kept up to a high standard; and Prof. Henry, of University College, Galway, who showed that his College, at any rate, had flourished since the adoption of compulsory Irish, and pointed out that Protestants, who formed one-quarter of the population, had two other richly endowed Universities open to them if they objected to it.

According to a statement made by Mr. Birrell in the House of Commons recently, the numbers of students who matriculated in the National University in 1913, 1914, and 1915 were 562, 604, and 743 respectively.

The Senate of Queen's University, Belfast, at its meeting on November 26, passed a resolution calling on all members of the University (including the teaching staff and students) who were of military age and fitness, to respond to the King's appeal for more men at the present crisis; and also deciding that no person of military age and capacity should be appointed to any office in the University (except in extraordinary circumstances) during the period of the War, and that all appointments made during that period should be regarded as temporary.

War economies are beginning to be severely felt in the educational world. The annual Government grant of £300 to the Royal Irish Academy of Music is to be withheld next year; the Governors of the Academy have entered a protest, which, it is to be feared,

will prove unavailing. The Department of Agriculture and Technical Instruction have issued a circular letter to all concerned stating that their provisions for special classes for teachers in primary and secondary schools will be suspended during 1916, as also their summer courses of instruction in educational methods and manual training. This will involve the discontinuance of the so-called "grants" or capitation fees paid to the Irish training colleges or other institutions which train teachers in any subject recognized by the Department's program. The Irish colleges (which are independence and self-governing bodies, wholly outside the organization of the Gaelic League) will feel the loss of the financial aid, and have held a conference among themselves lately to consider the situation.

In an interesting and thoughtful article in the current number of *Studies*, the Rev. E. Cahill, S.J., Rector of Mungret College, Limerick, deals with the subject of "Education and the Land." He points out that Ireland is essentially an agricultural country, and that two-thirds of its wealth and four-fifths of its land are in the hands of what he describes as a "rural middle-class"—farmers and landed proprietors, that is to say, whose means enable them to provide some education beyond that of the primary school for their sons. Yet the majority of this class educate only those sons whom they intend for the priesthood or a profession, not those who are to succeed them as cultivators of the soil. This is due to the academical and bookish character of our secondary education, which is designed wholly with a view to the Civil Service, the Universities, and the "learned" professions, and is, moreover, modelled on English lines, ignoring anything of a distinctively national type. The percentage of boys who enter the professions is larger in this country than perhaps in any other; and a very large number of these emigrate, finding no employment at home.

On November 26 there died in Dublin Dr. James H. Pollock, D.Sc., M.R.I.A., Lecturer on Physical and Metallurgical Chemistry in the Royal College of Science, an ardent researcher, who had suffered much from experimenting with X-rays. Dr. Pollock organized the R.C.S. Voluntary Aid Department on the outbreak of the War, and was a zealous worker in the public cause.

All students of Irish archaeology and mythology will pay a tribute to the memory of the late Sir John Rhys, whom many of them will recollect having listened to with pleasure when he lectured on "Irish Oghams" during a visit paid to Dublin several years ago.

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These School and Teachers' Advertisements are continued from page 8.

WORCESTERSHIRE EDUCATION COMMITTEE.

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Wanted, at the beginning of the Summer term, 1916, or earlier if possible, an ASSISTANT MISTRESS for the above School. Principal subject, French. Some subsidiary subjects will be required, and applicants should state the subjects they can offer. Preference will be given to applicants who are under 35 years of age, and who have had not less than one year's continuous residence in France or French-speaking countries, and not less than two years' Secondary School teaching experience—preferably in one school. Salary £125 per annum, non-resident. Applications, accompanied by copies of recent testimonials, should be sent to Miss E. M. FIRTH, Head Mistress, Secondary School for Girls, Stourbridge. Forms of Application (No. 279) may be obtained from the DIRECTOR OF EDUCATION, County Education Office, 37, Foregate Street, Worcester. [Y 129]

BRADFORD GRAMMAR SCHOOL.

Applications are invited for the post of HEAD MASTER, rendered vacant by the resignation of the Rev. W. H. Keeling, M.A., LL.D., which takes effect at Easter 1916. Candidates are requested, not later than January 10th, 1916, to state their age and qualifications, and to send their testimonials to the Clerk of the Governors, FRANK JOHNSON, Esq., 5 Bank Street, Bradford, from whom the conditions of appointment can be obtained. The annual stipend is fixed at £1,000. No house or other emoluments.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London, W.C.

DUMFRIES ACADEMY.

Wanted: (1) as COMMERCIAL MISTRESS, graduate or holder of equivalent diploma gained at College; must be able to teach Shorthand, Book-keeping, Typewriting and must have good knowledge of Modern Languages, particularly French; Course of training in Business Methods or in Secretarial Work essential; training in teaching or some experience in a School desirable; salary £130 per annum, rising under conditions of scale to £160; extra remuneration of about £30 for Continuation Classes, if desired.

(2) as temporary SCIENCE MISTRESS during the war, graduate, with degree in pure Science and experience in Laboratory Work, to teach Chemistry, Physics, and some Mathematics; a Course of training in teaching or some experience in a School desirable; salary at the rate of £156 per annum.

Applications (which must be on official form to be had from the undersigned on receipt of stamped addressed foolscap envelope endorsed "Commercial Mistress" or "Science Mistress") to be forwarded with one copy of testimonials (not returnable) to the Rector, Academy, Dumfries, by 10th January, 1916.

J. E. BLACKLOCK,
North Bank Buildings, Clerk to the Managers.
Dumfries.
December, 1915.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

DOMESTIC SCIENCE MISTRESS wanted to begin work in February, teach Cookery, Laundry, Housewifery and Needlework. Training and experience essential.

The Domestic Science side of the School is new and the Mistress appointed will initiate the work. Salary £90, £100 and £110 in 3 successive years with board and residence; holidays included if desired. Passage out paid.

Apply with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

AU PAIR, with pocket-money.

French-speaking Diplômée, knowing English unnecessary. Needlework, Musical, required as COMPANION-GOVERNESS. Professor's family. Facilities for attending free English classes.—C. 19 Westbere Road, West Hampstead.

PLYMOUTH EDUCATION AUTHORITY.

CORPORATION GRAMMAR SCHOOL.
C. W. BRACKEN, B.A., F.E.S., Head Master.

Application is invited for the following appointment:—

ASSISTANT MASTER or MISTRESS, to teach ordinary Form subjects, including Mathematics and French. Degree essential.

Salary: Master, £120, rising by annual increments of £10 to £180 per annum; Mistress, £100 by £10 to £160. Men candidates for this appointment not be eligible for enlistment.

Forms may be obtained on application to the EDUCATION OFFICES, Cobourg Street, Plymouth. Canvassing is prohibited.

E. CHANDLER COOK,
Education Secretary.

ABERSYCHAN HIGHER ELEMENTARY SCHOOL.

ART MISTRESS.

Wanted, by the end of January, a Teacher with special qualifications in Art subjects, and with previous experience in teaching Drawing, Pastelwork, and Brushwork.

Must be a good disciplinarian, and be prepared to assist in general Form work. Salary according to qualifications.

Applications, giving age and full particulars, together with copies of three testimonials, to be forwarded not later than January 8th, 1916, to

THOMAS G. JAMES,
Director of Elementary Education,
County Council Offices, Newport, Mon.,
15th December, 1915.

KENSINGTON HIGH SCHOOL (G.P.D.S.T., Ltd.), ST. ALBAN'S

ROAD, W.—SCIENCE MISTRESS wanted for next term. Cambridge Tripos preferred. Experience essential. Apply to the HEAD MISTRESS.

ADVERTISEMENT and other matter for FEBRUARY issue should reach the office by January 24th. Urgent Notices of Posts Vacant and Wanted can be received up to January 25th (first post).

TO ASSISTANT MISTRESSES.

JANUARY VACANCIES.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

Senior Mistress for Grammar School. Co-educational. Chief subjects: French and History. Games desirable. Experienced and able to prepare for Locals and London Matriculation. Salary £150 non-resident.—No. 087.

Senior Mistress for Mathematics, Latin, and History. Experience in good schools desired. Wanted Easter next. Salary £60 resident.—No. 084.

Assistant Mistress for ordinary Form subjects including Mathematics and French. Graduate looked for. Grammar School. Commencing salary £100 non-resident.—No. 092.

Senior Mistress for Day School at Seaside in connexion with first-rate Boarding School. Good qualifications and experience desired. English subjects and Latin. Churchwoman. Salary about £80 resident.—No. 069.

Mistress for good French and Junior English subjects. For duration of War. Co-educational School in London. Salary £70 resident.—No. 068.

Assistant Mistress with special qualifications in Geography. Secondary School. Salary at the rate of £120 non-resident.—No. 012.

Junior Assistant Mistress able to take Botany, Sewing, and Singing or Drill. Junior French. Graduate preferred. County Grammar School. Initial salary £80 resident.—No. 983.

Assistant Mistress for Boys' Day School. Ordinary subjects. French, Drawing, and Science a recommendation. No supervision. Salary £60 resident.—No. 074.

Assistant Mistress for English, Latin, Greek, and French. Graduate preferred. Boys' Grammar School. Salary about £60 resident.—No. 042.

Assistant Mistress to take principally Latin, Literature, and Mathematics. Salary from £60 resident according to qualifications, &c.—No. 039.

Form Mistress specially qualified in Mathematics and Art. Wanted March 1st next. County School. Commencing salary £100 non-resident.—No. 094.

Assistant Mistress to prepare boys for Junior College of Preceptors in English, Mathematics, Magnetism, Electricity, Mechanics, and Freehand Drawing. Important Boys' School. Salary £50 resident.—No. 086.

Assistant Mistress for Junior Form English to Junior Oxford standard, Drilling. Salary £55 resident. First-class School at Eastbourne.—No. 106.

Mistress for important Boys' Preparatory School. Class Singing, Piano, and elementary Drawing. Lower Form English. Good salary resident.—No. 071.

Assistant Mistress for Mathematics and Geography. Must hold good certificates. Commencing salary £50 resident.—No. 067.

Assistant Mistress for Latin, Mathematics, Arithmetic, and History. School in North of England. Salary £50 resident.—No. 062.

Assistant Mistress for Boys' School. General Form subjects. Graduate preferred. Salary according to qualifications, &c.—No. 051.

Mistress for good Latin, some English subjects and Drill. Graduate with experience looked for. Commencing salary £50 resident.—No. 047.

Assistant Mistress for general English and History to London Matriculation standard, and good Art. Should hold good certificates. High-class School. Fair salary resident to suitable lady.—No. 046.

Assistant Mistress for English, Latin, and Mathematics. Graduate, or one trained desired. Good School. Salary about £50 resident.—No. 036.

Assistant Mistress for Music, Drawing, and Painting. Assist other subjects. Boys' Grammar School. Fair salary resident.—No. 041.

English Mistress for Mathematics, Geography, and French up to Senior Cambridge standard. Must hold good certificates. Salary about £50 resident.—No. 024.

Assistant Mistress for English, Literature, and good History up to Matriculation standard. Modern Geography and Arithmetic up to Senior Cambridge standard. Churchwoman. Salary about £55 resident.—No. 020.

Brazil.—English Governess for five children. General English subjects. Age preferred 35 to 40. Salary to be arranged.—No. 993.

Assistant Mistress for English subjects to Matriculation standard. Boys' Boarding School. Salary £50 resident.—No. 990.

Assistant Mistress for Mathematics, Physics, Chemistry, and French to Matriculation standard. Salary £50 resident.—No. 989.

Assistant Mistress for English, Literature, Modern Geography, Arithmetic, and Drawing. Salary about £50 resident.—No. 961.

Commercial Mistress for Typewriting, Book-keeping, Shorthand, and general Secretarial work, with either English or Arithmetic in Lower Forms. County School. Salary £110 non-resident.—No. 098.

Assistant Mistress for French, easy Latin, Arithmetic, and general English. Boys' School. Salary about £60 resident.—No. 097.

MATHEMATICAL AND SCIENCE VACANCIES.

Mistress to take Mathematics. Experienced. County School for Boys in London. Salary £50 a term non-resident.—No. 090.

India.—Mistress for Mathematics up to Matriculation and Higher Local standard. Government School. Commencing salary £120. Passage paid.—No. 075.

Mistress for Chemistry, Physics, and Plant Biology. Other subjects a recommendation. Boys' Grammar School. Salary £110 non-resident.—No. 059.

Mistress for Physics, Chemistry, and Botany—all elementary. Graduate with some experience looked for. Ministers' Daughters' College. Salary about £80 resident.—No. 049.

Assistant Mistress for Chemistry, elementary Physics, and some Junior Form work. Boys' County School. Commencing salary £100 non-resident.—No. 048.

Assistant Mistress for Mathematics, Chemistry, Physics, and Geography. For duration of War. Co-Educational School. Salary £120 non-res.—No. 103.

Assistant Mistress for Chemistry, Physics, and some general subjects. Boys' School. Salary about £60 resident.—No. 038.

Mistress for Mathematics and Modern Geography. Should hold good Certificates. Salary £50 resident.—No. 973.

Mistress for Mathematics to Senior and Higher Local standard, Physics and Chemistry to Senior Local. Some ordinary form subjects. Salary from £60 upwards according to qualifications, &c.—No. 934.

Ceylon.—Mistress for Physiology and Hygiene, Mathematics and to help with Scripture. Churchwoman. Degree or Training desirable. Salary about £80 resident. Passage paid second class.—No. 818.

Assistant Mistress for Botany, Elementary Chemistry, and if possible, Horticulture and Gardening, Geography and Needlework. Grammar School. Salary £100 non-resident.—No. 096.

Temporary Mistress for Chemistry and Physics. County School. Fair salary non-resident.—No. 100.

MODERN LANGUAGE VACANCIES.

Mistress with good qualifications in French. One who has studied abroad desired. Experienced. Secondary School. Salary £125 non-resident.—No. 004.

Assistant Mistress for good Modern Languages. Some experience abroad desired. Salary £50 resident.—No. 084.

MUSIC VACANCIES.

L.R.A.M. required for important School. Experienced. Salary £50 resident.—No. 044.

Mistress for advanced Piano and Class Singing. School in North of England. Salary £45 resident.—No. 978A.

Mistress for Piano, Theory, Harmony, Solo and Class Singing. L.R.A.M. or A.R.C.M. essential. Matthey method if possible. Salary about £55 resident.—No. 102.

GYMNASTIC AND GAMES VACANCIES.

Mistress for Games, Drill, and Remedial Exercises. First-class School in Surrey. Commencing salary £60 resident.—No. 018.

Mistress for Swedish Drill, Swedish Remedial Exercises, and Games. Some junior English or Secretarial work to fill up time. High-class School near London. Salary £60 resident.—No. 017.

Physical Mistress with knowledge of Board of Education Syllabus and, if possible, experience in training students. Physical Training College. Salary about £60 resident.—No. 009.

Dancing and Gymnastic Mistress for high-class School. First-class Dancing, Gymnastics, Swedish Drill, and Games. Salary about £55 resident.—No. 029.

Mistress for Gymnastics and Games. Must also be able to take Geography. Experience necessary. Wanted at Easter. Salary £50 resident.—No. 058.

TECHNICAL VACANCIES.

S. Africa.—Mistress with 1st Class Diploma in Cookery, Dressmaking and Plain Needlework, Housewifery, Laundry work, or Millinery, or First Aid and Home Nursing a recommendation. Experienced. Commencing salary £90 resident. Passage paid.—No. 043.

Mistress to take Cookery and Needlework specially. First-class School near London. Good salary resident.—No. 985.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses. NUMEROUS POSTS FOR MISTRESSES ASKING SALARIES OF FROM £25 TO £35 RESIDENT.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.)

Please see page 6 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: **34 BEDFORD STREET, STRAND, LONDON, W.C.**

Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established 40 years.

The following are some of the Vacancies for the JANUARY TERM, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required for first-rate Boys' School within easy reach of London, to teach Junior English, History, and, if possible, Swedish Drill. Salary offered £120 non-res.—No. 3,073.

ASSISTANT MISTRESS required for first-rate Boys' School in the Midlands, to teach General English subjects in Forms II and III (including Scripture), and to offer Mathematics as a subsidiary subject. Salary offered £150 non-res.—No. 3,050.

ASSISTANT MISTRESS required for good-class Boys' School in the North, to teach English as main subject, and also, if possible, good Latin; this is not essential. Salary offered £120 non-res.—No. 3,063.

ASSISTANT MISTRESS required for high-class Private Girls' School in the West of England, to teach Geography on Modern lines, elementary Science, and elementary Mathematics. Would be a recommendation to offer Latin. Salary offered £60 res.—No. 2,865.

SENIOR MISTRESS required for first-rate Girls' School in Devonshire, to teach English Grammar and Composition and Literature to Seniors, Arithmetic to the standard of the Higher Local Examination, and Latin for Juniors only. Would be a recommendation to offer Nature Study and Geography. Salary offered £40 to £50 res.—No. 2,852.

ASSISTANT MISTRESS required for first-rate Boys' School in the West of England, to teach Mathematics to London Matriculation standard, and Geography for Cambridge Local Examination. Salary offered £50 res.—No. 2,876.

Mathematics and Science.

ASSISTANT MISTRESS required for first-rate Boys' School within easy reach of London, to teach Chemistry up to Intermediate B.Sc. standard as main subject. Candidate would also have to take some other subjects, to be arranged (e.g. Mathematics, Geography or French). Salary offered £150 non-res.—No. 3,068.

ASSISTANT MISTRESS required for large Dual School in the North-west of England, to teach Science and Mathematics to forms of Boys average age 13 or 14. Salary offered £150 non-res.—No. 3,044.

ASSISTANT MISTRESS required, Boys' Secondary School in the Midlands, to teach Chemistry and Physics up to London Matriculation standard. Salary offered £150 non-res.—No. 3,014.

ASSISTANT MISTRESS required for first-rate Boys' School in the Midlands to take charge of the Physics teaching up to London Intermediate and Science Scholarship standard, also a little work in the elementary English as subsidiary subject. Salary offered £150 non-res.—No. 2,659.

MISTRESS required for first-rate Girls' School within reach of London, to teach Mathematics and Science. Botany is the main subject, with Physics and Chemistry as they bear on Botany. The latter to be taught by Nature Study and observation methods. Communicant member of the Church of England essential, degree or equivalent desirable, experience or training essential. Salary offered £80 res., or £120 non-res.—No. 2,657.

Modern Languages.

MODERN LANGUAGE MISTRESS required for first-rate Boys' School in South of England, to teach French, German, and History. The work will be with Senior Boys working for the Army, Royal Navy College, &c. Salary offered £150 non-res.—No. 3,034.

MODERN LANGUAGE MISTRESS required for large Boys' High School in the West, to teach French and German on Modern methods to Upper Forms of the School. Salary offered from £130 to £150 per annum according to qualifications, non-res.—No. 3,059.

MISTRESS required for Girls' Secondary School in the Midlands, to take French (acquired abroad) and to offer as subsidiary subjects, Needlework or Mathematics and Scripture (undenominational). Would be a recommendation to be able to take part in the Games. Salary offered £125 per annum, non-res.—No. 3,033.

ASSISTANT MISTRESS required for Girls' High School near Midlands, to teach French on the Direct Method throughout the School. Experience and degree essential. A candidate is looked for who has had long residence in France. Salary offered £110 to £150 per annum, non-res.—No. 2,974.

FRENCH MISTRESS required for Girls' Private School within easy reach of London; besides French the candidate should be able to take some German if possible. Member of the Church of England essential. Salary offered according to qualifications and experience, res. post.—No. 2,752.

Kindergarten and Lower Form.

JUNIOR FORM MISTRESS required for first-rate Boys' School in the South-west of England, to teach English, Arithmetic, History, &c. Any of the following would be a recommendation:—Swedish Drill, Singing, Drawing. The candidate appointed will have entire charge of the lowest form, with possible duty with the Higher forms, according to qualifications; one who could help with Games would be welcomed. Salary offered £120 non-res.—No. 3,071.

MISTRESS required for high-class Private School for Girls in the Midlands, to teach the usual elementary English subjects. Salary offered £60 to £70 per annum, res.—No. 3,065.

ASSISTANT MISTRESS required for first-rate Boys' School in the South, to teach Piano to 8 or 9 pupils and to help with Arithmetic and English subjects to smaller boys. A candidate willing to take an interest in Games would be welcomed. Salary according to qualifications and experience, res.—No. 3,064.

EXPERIENCED JUNIOR FORM MISTRESS required for first-rate Girls' School, in London, to teach thoroughly good elementary Arithmetic and Needlework. Candidates must be members of the Church of England. Salary offered £90 non-res.—No. 3,024.

Music and Art.

ASSISTANT MISTRESS required for first-rate Boys' School in the Midlands, to teach Singing, Piano, elementary Drawing, and Lower Form English. The post is a resident one.—No. 3,051.

Music and Art—continued.

MISTRESS required for first-rate Boys' School in Glos., to teach Drawing and assist with History. Would be a recommendation to offer Physical Exercises and Games. Commencing salary £75 to £85 non-res.—No. 2,913.

MISTRESS required, Private School for Girls in the Midlands, to teach Drawing throughout the School, and, if possible, to offer History or some other English subject to Middle School Forms. Salary offered £40 to £50 res.—No. 2,963.

MISTRESS required for first-rate Girls' School in the West, to teach Singing (Class and Solo) and Pianoforte. A candidate who is able to get up Concerts and Entertainments is looked for. Member of the Church of England essential. Salary offered £50 to £60 res. or £100 to £110 non-res.—No. 2,838.

Classics.

ASSISTANT MISTRESS required for first-rate Boys' School in the East of England, to take Latin with a certain amount of general subjects. Salary offered £90 to £100 res.—No. 3,082.

MISTRESS required for Boys' Preparatory School within easy reach of London, to take Classics in the top class. Salary offered £80 per annum res. or £100 to £120 non-res.—No. 2,935.

ASSISTANT MISTRESS required for first-rate Boys' School in London, to teach General Form subjects, which can be arranged, including if possible some classics with Boys aged 12 and 13. Salary offered from £100 to £120 non-res.—No. 3,080.

Domestic Science.

DOMESTIC SCIENCE MISTRESS required for first-rate Finishing School for Girls in Herts., to teach especially Needlework and Cookery. Salary offered £60 res.—No. 2,827.

DOMESTIC SCIENCE MISTRESS required for Girls' Private School in London. Salary offered according to qualifications and experience. Res.—2924.

DOMESTIC SCIENCE MISTRESS required for Girls' School near Maritzburg. The candidate must hold a first-class Diploma for Cookery, Dressmaking, and Needlework, and in addition must be competent to teach Housewifery, Laundry or Millinery, or First Aid and Home Nursing. It is necessary to have had experience of not less than three years. Salary offered £90, £100, and £110 in three successive years, res. Passage paid out.—No. 2,952.

Lady Gardeners.

LADY GARDENER required for high-class Girls' School within easy reach of London, to undertake the care of the Garden, Chickens, and Grass Land. Candidate may be required to teach pupils Gardening. Salary according to qualifications and experience.—No. 2,593.

ASSISTANT LADY GARDENER required for small Horticultural School in the South-west of England, who thoroughly understands the working of a large Market Garden. Salary according to qualifications and experience, res.—No. 2,771.

MESSRS. GABBITAS, THRING & CO. have on their Books also Vacancies for Student Mistresses, Matrons, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of the West End of London. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. **TRANSFER** of exceedingly flourishing 5.375. Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. Net Profit about £1,000. 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. Very flourishing School for the Daughters of Gentlemen, mainly Day Girls. 54 Pupils. Gross receipts nearly £1,300. Excellent Premises, in a fashionable residential district in the Home Counties. Only £550 asked for the goodwill. **EXCEEDINGLY GOOD OPENING.**

No. **TRANSFER** of old-established and successful 5.370. Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES**, standing in 3 acres of grounds. Only £500 required for goodwill.

No. **TRANSFER** of old-established and successful 5.367. Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. **PARTNERSHIP** in Boarding and Day 5.365. School, in beautiful country, about 25 minutes by train from London. 28 Day Girls and

2 Boarders in the school. Prospectus fees for Boarders from £60 to £90 per annum. Accommodation for 12 to 16 boarders. **VERY SUITABLE FOR A PARTNER WITH SOME CONNEXION. VERY LITTLE CAPITAL REQUIRED.**

No. **PARTNERSHIP** in flourishing Boarding 5.362. and Day School for Gentlemen's Daughters, at a South Coast Resort. Suitable for lady capable of conducting the domestic side. About 20 Boarders, paying 75 to 100 guineas per annum, and 24 Day Girls. Gross receipts nearly £3,000. **NET PROFIT OVER £500.** A share in the school could be purchased for about £700.

No. **PARTNERSHIP** in one of the best-known 5.360. Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

No. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL**, close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders; at present contains 10. Suitable for a lady **WISHING TO MOVE**, or with a **GOOD CONNEXION.**

No. **PARTNERSHIP**, suitable for a **WELL QUALIFIED MISTRESS**, in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well quali-

fied partner, especially with a little general connexion. **LARGE CAPITAL NOT REQUIRED.**

No. **TRANSFER** of old-established and successful 5.355. Day School and Kindergarten in the **SUBURB OF A SCOTTISH CITY**, giving an **EXCELLENT EDUCATION, ON MODERN LINES**, containing about 80 Pupils. Prospectus fees 45 to 21 guineas. Income nearly £1,200 per annum last 3 years.

No. **TRANSFER** of **DAY CONNEXION** 5.337. and **DOMESTIC ECONOMY SECTION**, with good opening for Boarders, in a **WESTERN COUNTRY TOWN**. Principal wishing to move to another locality. About 30 Day Pupils, at fees of £7. 10s. to 24 guineas per annum, usually about 25 Domestic Economy Pupils. Good Premises.

No. **PARTNERSHIP**, with or without a view 5.283. to Succession, in exceptionally successful **SCHOOL IN LONDON**, for **BOARDERS ONLY. FULL** with 22 Pupils. Prospectus fees £95 to £115 per annum. Gross receipts over £2,100, and Profits over £400, the latter **CONSIDERABLY INCREASING**. Good House and Garden, held on **FAVOURABLE TERMS**. Half-share of Goodwill, £480.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 47.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

SEAFORD LADIES' COLLEGE, SUSSEX.—Two Resident MISTRESSES required to join in January. Essential subjects: Good Botany and Geography (Metric Standard). Elementary Mathematics, and Junior English. The School is on the Efficient List.—Apply fully to THE PRINCIPAL.

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HENRI LOUIS CHATELAIN.

By Prof. E. DE SELINCOURT.

[The writer has kindly suggested to us that this memoir of a distinguished colleague, contributed to the *Birmingham University Magazine*, might interest our readers.—ED.]

HENRI LOUIS CHATELAIN was born at St. Quentin, Aisne, in August 1877. He came of good Picardy stock. For more than two centuries the Chatelains had been small farmers and peasant proprietors in the country round St. Quentin, and his father was the first member of the family to settle in a town. His boyhood was passed at home, attending a Roman Catholic school in the neighbourhood; and at an early age he showed clear signs of those qualities of mind and character which were afterwards to distinguish him—a passion for knowledge, an inflexible will, perfectly concealed by a modesty of demeanour which seemed to belie it, and a selfless devotion to all who had a claim upon his love. A typical action of his boyhood suggests how truly the child was father to the man. When he was twelve years old a loss of family fortune reduced the Chatelains to severely straitened circumstances, and the boy at once resolved that he would take up his share of the burden. He had a born student's love of books; but rather than ask his parents to buy the more costly volumes necessary for his school course, he would return to the classroom out of school hours to prepare his lessons in borrowed copies. This act of self-denial can be best appreciated by those who are themselves a prey to the passion that he mortified; Chatelain practised it for years of his school life in secret, and it was only long afterwards that his mother came to know of it.

The boy left St. Quentin at the age of eighteen. His mind was crammed with undigested knowledge; but the narrow rigidity of his school had discouraged thinking, and his intellect, which craved for light and freedom, saw no path through a tangle of promiscuous facts. His intellectual development dates from his entrance to the *lycée* at Lille, where he was brought into touch with more inspiring teachers and with schoolfellows of an eager, inquiring spirit like his own. Here, among others, he met Guernut, the closest friend of his after life, even then aflame with enthusiasm for the cause of the people, and now the devoted Secretary of La Ligue des Droits de L'Homme et du Citoyen; and each of the youths did much to stimulate the mental growth of the other. To all his comrades Chatelain's passion for study was a continued source of wonder. For some months together he would work fourteen hours a day, and Guernut recalls how he would wake by chance at two or three in the morning to find his friend, who lay in the bed next to his own, still reading by the light of a flickering candle. A year at Lille was followed by a year as *boursier* at a *lycée* in Paris. Then, as Chatelain was about to enter the University, his health gave way; he had always been delicate, and he was now judged to be in consumption. For two years he was laid completely aside.

Those two years were the spiritual crisis of his life. He had long broken with the narrow faith of his childhood, which had stunted his intellect and made claims upon his liberty of thought which his reason could not surrender; and he had as yet no settled scheme of life to take its place. For a time he drifted without an anchor. It seemed to him that he was dying; or, worse, that he would only live to be an encumbrance to those who relied on his support; it seemed that he had scorned delights and lived laborious days for nothing, and that his ambitions, worthy as they might be, had landed him in utter failure. But gradually, with slow returning health, he built up for himself that serene philosophy of life, part stoical, part Christian, which, whilst it gave unfettered scope to his intellect, expressed itself in unswerving devotion to the ideals of self-culture and of altruistic service. In 1899 he entered the Sorbonne, and for nine years worked there and at L'Ecole des Hautes Etudes. His masters were the most distinguished scholars of French language and literature—the late Gaston Paris, Brunot, Thomas, Reynier, Lanson; and all were quick

to recognize him among their ablest pupils. His University record bore out their judgment. In 1901 he was Licencié ès Lettres, Mention très bien; in 1903 Agrégé de Grammaire; in 1908 Docteur ès Lettres, Mention très honorable; in 1909 Lauréat de l'Académie des Inscriptions et Belles-Lettres (Prix Lagrange). The two works which he submitted as theses for the Doctorat, *Le Mystère de Saint Quentin* and *Recherches sur le Vers français au XVe siècle*, were recognized on their publication as a notable contribution to the study of French language and literature.

Such labours might well occupy the undivided energies of a young scholar, but they barely formed a half of Chatelain's activity. For all the while he was earning his own living, taking private pupils and writing for reviews. By this means he not only supported himself, but was able to help his family. Two of his sisters he brought to Paris, and himself paid for their education. He postponed for a year one of his examinations, on which his future career depended, that he might collect and edit for the press the poetry of a promising young comrade who had died before obtaining due recognition. A needy friend never turned to him in vain. It was, perhaps, his weakness that he seemed to court responsibility: he accepted it as a challenge to his manhood, a test of his powers of will and of endurance. He was generous as only poor men can be generous, for they alone can know the joy of giving what they cannot spare. For what is ordinarily called society he had neither time nor inclination; he found his relaxation in the company of a few chosen friends, among whom he was valued as an eager and brilliant talker, quick in repartee, with a wit always courteous, but touched with an irony which gave a piquant savour to his criticisms of men and things.

After six months as a master at the *lycée* of Tourcoign he was elected, in 1910, to the Professorship of French at Birmingham. He was not slow to prove himself as fine an organizer and teacher as he was student. He made no fuss, and from the first the French department moved on oiled wheels. Some murmurs broke from the weaker students at his quiet insistence upon a steady rise in the standard, but the wailing died away as his wiser pupils realized that on no other terms could their own success be worth the having. On his senior class he made an impression which will not easily be effaced, and the influence of his example as a scholar devoted to learning and to the interests of his pupils spread beyond his own department. He had now some leisure in which to pursue his private studies. He continued his researches in medieval French, in which he was an acknowledged master. He was making an exhaustive examination of the prose style of Calvin, of which he published the first instalment; he was preparing for the press an edition of the *Contemplations* of Victor Hugo. Like a true Frenchman, he was at his best in his own house. He had married soon after he came to Birmingham, and bringing into domestic life the same spirit of loving devotion as he had shown in boyhood, he was met with a fuller and deeper understanding. He loved the simple pleasures of life. He delighted in music, especially perhaps in Mozart. For his little garden he felt an attraction inherited from his forefathers, and he was often to be found hoeing about his cabbages with an air of pre-occupation, or patiently stoking the autumnal bonfire. Entirely happy in his home, conscious of the success of his work, both as scholar and teacher, secure in the affection of pupils and colleagues, he desired nothing but the opportunity to develop still further the career that he had shaped for himself. "I have reached," he said, "the summit of my life."

I well remember that morning in August 1914 on which I received his letter with the news that he had been called up in the fourth reserve of the French army, and was on his way to join the colours. For it was then that I first realized the beauty and the strength of his character. We had not been intimate. Though Chatelain understood English well enough, he spoke it badly, and the very ease and exactness with which he could convey the subtlest shades of thought and feeling in his native language increased his sense of a baffled purpose when he struggled with a foreign tongue. But he knew my love of France and, perhaps for that reason, he wrote more freely, and with the full confidence that I should understand.

He had accepted this last call as he had accepted responsibilities all through his life. Others might protest at the tragic waste of putting to the tasks of a common soldier a man of his delicate constitution and fine intellectual endowment. He was a true son of France, and he was ready simply, and without a murmur, to pay the debt of sonship. For two years in his youth he had been brought face to face with death, and it had no terrors for him. He feared nothing for himself: his thoughts were only for those he left behind. It seemed to me that he wrote with a premonition that he would not return. And I never expected to see him again.

After some two months' training in Brittany, Chatelain was sent into the trenches near Soissons. His was a sad regiment. Drawn from that part of France which was in German occupation, few of his comrades could receive those letters and little gifts from home which are the chief alleviation of the soldier's lot, few indeed could know whether their homes were still standing, or what fate had been meted out to those who were most dear to them. In this Chatelain was more fortunate; for, though he had no news of St. Quentin, he could hear almost daily from England. His interest in our University never flagged, and in "les jeunes esprits qui m'étaient confiés." He was kept *au courant* with all the details of the work he had left behind, and wrote constantly to give advice or offer suggestions. He had always a somewhat morbid passion for newspapers, and with these he was kept well supplied; after the arrival of the post he might often be found retailing to his comrades the latest War news, translating *Land and Water* to a group of his officers, or patiently explaining the inwardness of a joke from *Punch*. The lavish hand with which he dispensed the welcome contents of the parcels sent out to him from Birmingham, something, too, in the personal appearance of the giver, but more in the kindly sympathy which accompanied his gifts, earned for him among his fellows the sobriquet of *Jésus Christ*. They were for the most part rough sons of the soil, without understanding of the finer sensibilities of the scholar and the gentleman; but they realized instinctively the essentials of his character. For Chatelain himself never forgot his own homely stock. He loved the people, and, despite his education, their *bonhomie* and simplicity of mind struck in him a responsive chord. He was always humorously tolerant of weakness or stupidity, whether in academic circles or in the world at large. The coarse language of the *pioupiou* he found *un peu ennuyeux*; but after all it was of the earth earthy, it was not the clinging mud of city life. And he felt that in their rough way they respected him, and that he had won their confidence and love.

Here is an extract from one of his letters, of intrinsic value as a vivid impression of war from the pen of a true artist in words, doubly valuable to us from its revelation of the man he was, both in himself and in his relation with the life about him:

... Notre bois, et le village derrière nous ont été bombardés méthodiquement plusieurs fois depuis dix jours; nous avons chaque jour un tué, un ou plusieurs blessés. C'est le côté sanglant de la guerre. On frôle la mort.

Jeudi dernier, devant nos propres tranchées se sont présentés 120 femmes, vieillards et enfants (Français) chassés des lignes allemandes et demandant, drapeau blanc en tête, à être reçus par nous. Notre général, consulté par téléphone, ordonne de les renvoyer, et, en cas de refus, de faire feu. Cette cruelle consigne connue fait se lamenter les femmes; les enfants poussent des cris déchirants et éperdus; nos soldats, les larmes aux yeux, s'indignent. Au bout d'une heure et demie, enfin, le général, après l'intercession du commandant, veut bien admettre que ces malheureux chassés, mourant de faim, de leurs villages, ne sont pas des espions. On les fait rentrer dans nos lignes et on les dirige sur l'arrière où ils seront bien traités. Voilà une autre épisode de terreur et de pitié.

Mais il y a des heures calmes dans toute cette tourmente. Je porte des ordres à toute heure du jour et de la nuit, à travers des sentiers de bois boueux et broussaillieux. Qu'il fasse une obscurité complète, le noir absolu, ou qu'au contraire, comme aujourd'hui, nous ayons une splendide matinée d'avant printemps où le gris-brille sur les feuilles mortes au-dessous des ramures gris-rose qu'attendent les bourgeons nouveaux, on sent la vie multiple de la terre qui respire et qui bientôt prendra un visage épanoui, tout

animé. On sent, à vivre ici, d'une vie primitive, à toute heure menacée, que tout ce qui nous entoure comblera notre vide si nous disparaissions; on sent la vérité du mot de Paulsen: "Alles ist beseelt"; tout a une âme. Et c'est une matière à recueillement qui distrait et console des horreurs de la guerre.

Hélas, beaucoup des pauvres hommes qui traînent ici sous l'uniforme une existence pénible sont hors d'état de goûter aux doux fruits de la contemplation. Leur âme, que des fatigues physiques plus prolongées que les miennes ont affaiblie, végète et ne produit plus que des exclamations toujours pareilles, des aspirations vers une paix qu'ils voudraient imminente et qui indéfiniment recule devant leurs yeux. Dans ma faible mesure, j'essaie de soutenir leur patience, de leur montrer l'immensité et la complexité de la tâche, de leur faire apprécier la grandeur du rôle joué par l'Angleterre sur les mers, et dans la finance mondiale, de les persuader qu'elle fait tout son possible, bien qu'elle ne soit pas talonnée, aiguillonnée par la présence des Allemands sur son territoire, pour nous aider à terminer au mieux cette douloureuse crise.

On reading such words one can well imagine what companionship with Chatelain must have meant to those worn and desolate-hearted men; they suggest, too, his own acute sensitiveness to pain—the source of all vital sympathy. But it is characteristic that, while he draws so tender a picture of the sufferings of others, he dwells upon his own consolations.

Of the physical hardships of those seven winter months in the trenches, doubly hard to a man of fragile health, untrained to outdoor life, he said little; and, in writing home, he always made light of the danger that surrounded him. It was rather from the picture of his strenuous efforts at washing his shirt in a puddle by the roadside or from his vivid and witty description of his exquisite sensations when, for the first time for three weeks, he slept in a barn behind the lines, and, unencumbered by sodden overcoat and boots, was able to feel his limbs move freely in the straw, that we realized by implication the sufferings that he had endured. And, if he railed at Fortune, it was not for dooming him to a fate for which he was by nature and training unfitted; it was only for endowing him with arms and legs not easily adapted to the narrow confines of a trench. "One is always," he wrote, "so painfully conscious of one's knees."

In April he was called from the trenches to act as telephonist to his battalion. But the privations and constant exposure of the winter had already done their work. A fortnight later he was struck down by a dangerous illness, and he lay for over two months in a rough field ambulance just behind the firing line. Early in July he was moved to a hospital in Paris, and here, on August 19, he died. Neither nurse nor doctor ever heard him complain, and, except when suffering intolerable agony, he was serenely calm. He seemed to lay down the responsibilities of life as quietly and simply as he had always assumed them. By his own modesty, perhaps, and by his faith in human nature, he was led to believe that the burden of duties he left unfulfilled would be shouldered by others as willingly and as efficiently as he had borne them.

Beside his grave, on August 21, his old and distinguished master, M. Brunot, spoke these restrained, but moving, words:

Depuis l'adolescence, Henri Chatelain a eu le sens du dévouement; aux siens d'abord il a rendu en secret les services les plus délicats. Devenu homme, il s'est donné tout entier à ses élèves; il est mort comme il avait vécu, pour son Devoir, pour son Pays.

Quelque modeste que fût le rôle qu'on lui avait attribué dans la défense nationale, il l'accepta, et s'il en sollicitait un autre, c'était avec le désir de rendre des services plus grands.

Sa mort est une perte pour la Science et pour la Patrie.

La Philologie-romane n'avait guère en France de meilleur ouvrier que lui; aucune des tâches qui eussent effrayé les plus patients ne rebutait son robuste courage. De cette période obscure et ingrate qui va de la fin du Moyen-âge à la Renaissance, il avait étudié les œuvres les plus fastidieuses pour y retrouver les faits épars qui expliquent l'évolution ininterrompue des choses.

C'était un philologue à la française qui avait des Lettres et qui savait voir le détail sans lunettes, de sorte qu'il n'avait qu'à lever la tête pour apercevoir les ensembles.

Personne mieux que lui n'analysait un livre ni ne découvrait plus vite ce qu'il apportait de nouveau à l'œuvre commune.

Les Universités de France l'eussent certainement rappelé un jour à elles ; en attendant il faisait en Angleterre ce qu'un Français a pu y faire de plus utile depuis vingt ans. Il y prouvait d'abord, par son exemple, que la Science philologique n'est nullement une spécialité allemande et que notre enseignement forme aussi des hommes qui méritent le titre et le rang de Maître. Il y travaillait en outre à ce rapprochement des esprits qui, mettant en contact la pensée anglaise et la nôtre, a préparé un rapprochement général et une intimité dont nous voyons aujourd'hui les fruits.

Il s'est consacré tout entier pendant plusieurs années à ce rôle de missionnaire et c'est un chagrin immense pour ceux qui avaient élevé cette génération et qui avaient mis leur espoir en elle, de voir tomber un à un avant la moisson tous ces épis murs. Il faut toute notre foi dans les destinées de la France pour compter encore que de pareils vides pourront être comblés.

Mais Chatelain, comme toutes les autres victimes qui se donnent si vaillamment, me reprocherait de terminer cet adieu sur ces paroles de tristesse. Combattons donc sans regarder, point de présage, comme le disait le vieil Homère : "Le meilleur des présages est de combattre pour la Patrie."

Puisse le sentiment d'un devoir noblement accompli, être une consolation pour ceux qui l'ont aimé.

A few days later M. Lanson wrote with even deeper insight :

... Le voici parti, après tant d'autres. C'est une perte pour la France, pour l'Université qu'il servait efficacement en Angleterre ; une perte pour nos études d'histoire littéraire où il avait déjà marqué sa place et où il était destiné à s'élever au premier rang ; une perte enfin pour moi qui l'avais distingué parmi mes premiers étudiants à mon début à la Sorbonne, et qui m'étais fortement attaché à lui. Il intéressait d'abord l'esprit par sa puissance de travail, par sa large curiosité qui le portait à la fois vers l'érudition philologique et vers les œuvres le plus révolutionnaires de la littérature contemporaine, par un tour d'esprit original et savoureux sans apreté et sans malignité. Mais bientôt on découvrait son cœur, cette riche et si discrète sensibilité, cette délicatesse scrupuleuse, cette loyauté fière ; et l'on se rendait compte que, quoique valussent en lui le lettré et le savant, l'homme était encore supérieur.

C'est pour moi la plus précieuse récompense de ma carrière que d'y avoir acquis l'amitié d'Henri Chatelain et de deux ou trois autres.

By the side of tributes like these, from the pens of masters in a language whose genius for clearness and precision is never more evident than when it is devoted to a noble and discriminating praise, words of mine may well sound rough and halting. Yet Henri Chatelain must not be celebrated in French alone. To us he gave much, and now, at least, his gift should be most precious. That gift was simply the living example of what France has stood for in the culture of the world. In his exact and patient scholarship, his lucidity, his intellectual love of truth, his *netteté d'esprit*, he was typically French, and his mental endowment gained strength and fragrance from the beauty of his character. He was resolute and courageous without the bluster of egoism. He was essentially good without a parade of virtue. His grace of manner, at once modest and sincere, preserved him from the taint of conscious superiority. Rich in capacity for enjoying all that life has to offer, he was yet utterly unworldly, for he saw both himself and the world about him in their true perspective, with a sense of proportion that is born of humour and of unselfishness. His was the serenity of one who has triumphed over circumstance, and is the master of his fate. Living intensely in the present, he yet lived and worked and died for the future. "After all," he said to Guernut in one of their last conversations, "what greatly matters is that our children should be better men than we are." That was his spirit, as it is to-day the spirit of France.

The tragedy of our life lies not so much in the passing from earth of a rare and beautiful personality as in our dullness in apprehending it when it is in our midst, and in retaining its inspiration when it is taken away. Yet the fault is ours if that inspiration is either faint or transient, for it lies with us to absorb something of its spirit into ourselves, and so, passing it on to others, to give it no illusory immortality. And I cannot believe that Henri Chatelain has died or lived in vain.

THE BIGGEST ROW IN DAME EUROPA'S SCHOOL.

By ASCOTT R. HOPE.

A GOOD many years have gone since the story was told of a famous fight in Dame Europa's school, but that might pass for a mere scrapping match beside the row started in our time. After that one, the bigger boys at least seemed to have got out of the way of fighting, unless with boxing-gloves on. Some of the smaller fellows, indeed, used their fists now and then, and there would be a scrimmage with outside louts who had more pugnacity than science, so that they were soon quieted. But the heads of the school showed no mind to risk blood-letting which might spoil their clothes and their chance of prizes or marks for good conduct. It was commonly supposed that these big fellows funked one another, but it might also be hoped that some of them were growing sensible enough to understand how bruising and flooring was hardly a becoming way of settling their disputes. Dame Europa often urged them to lay their quarrels before an umpire, and so they did sometimes, but the difficulty was to find any referee strong enough to make himself respected when tempers had been lost.

"And if you were not so fond of calling foolish nicknames, and sticking pens into each other when you ought to be busy over your own exercises," the old Dame often told them, "I should have a better right to advertise my school as the best behaved set of boys in the world."

For long there had been no regular cock of the school, unless John, who was at least leader in the games. He was hardly so big as some of the rest, but, being captain of the boats and the eleven, and generally having come well out of his fights, the other fellows rather looked up to him, though they might secretly envy him because he had more pocket money than the rest, and won most of the prizes he went in for. What helped to give him influence was the number of young relations he had, who sometimes squabbled with him or among themselves, but were sure to back him up against an outsider. So everyone else was shy of meddling with such a band of kinsmen, and John became so used to getting his own way that he grew lazy and careless. In his common mood of growling good-humour he was apt to forget how he must always be ready to hold his own as well as to stand up for weaker chaps, which had been his pride. He only laughed when some of his envious rivals called him slack or selfish, and he yawned when he heard them whispering that he was out of training. Fighting might be all very well for smouts in the lower forms, but when a fellow gets into stickups and tails, he is not so ready with his fists. John's own hardest fights had been with his classmate, Jean, at one time the most pugnacious boy of Dame Europa's school ; now they had both grown to have more sense than to care for giving one another black eyes.

While these two were now inclined to live in peace, they both had a new enemy in Hans, once a quiet and harmless boy, noted for spouting poetry and telling pretty fairy tales rather than for picking quarrels. He was the hero of that last great row in the school, when to everyone's astonishment he had given Jean a tremendous licking. After that he seemed completely to have changed his character, and even his looks, for he shot up like a toadstool, with a head swollen to twice its former size, on which what had been a kindly grin was turned into a fretful frown. Filled with jealousy, especially of John's position, he put on ridiculous airs, for ever boasting, challenging, and interfering with his school-fellows ; and he did not conceal that one day he meant to make himself what he called super-cock of the school. He was always a dab at inventing fine, long-nibbed words, which so puffed him up that he kept giving out how John was "decadent," and that it was his own destiny to go to the top, or, as he called it, to be the captain of Kultur.

One of his great grievances was about the plots of waste

land which Dame Europa had shared out among her head boys to turn into gardens in their play hours. The best of those had fallen to John, who got up early to have first choice; then he did well with the land through his turn for gardening, and worked hard to have a good show of fruit as well as vegetables. The ground chosen by Hans, on the other hand, still lay rough and weedy. This seemed mainly his own fault, as he did not take so much pains about digging and planting as about building a high wall round it to keep out trespassers. The less successful he was in his own garden, the more he coveted those of his neighbours, and he grumbled that he had not been treated fairly in the allotment. The soil alone was to blame, being too much shaded by trees, which he should have begun by cutting down. Instead of labouring patiently on what he had got, he made little secret that he intended to lay hands on a better "place in the sun." To do so, he understood that he would some day have to fight John, who, for his own part, wanted rather to be friends with him, and could hardly believe in his having such cheek. But by and by it became plain that Hans was not only training for a fight, but getting up a party of fellows to back him.

There was for one a cousin of his own called Hans-Hun, who sat next him in school. Hans had bullied this chap till he had nothing for it but giving in to him and promising to stand by his big cousin through thick and thin. On the other side of Hans-Hun sat another boy, called Giovanni, with whom Hans and himself had had many a row in old days, but now he was persuaded to join their league. They said it was for mutual defence, though nobody had any wish to harm them; but all the time this sly Hans, while talking big about peace, kept his eye open for a chance of getting up a fight when it would be likely to go in his favour. He practised with the dumb-bells every day, joined the cadet corps, and entered himself for the swimming and sailing races, in which some day he hoped to beat John.

"It amuses him and it doesn't hurt me," said John to himself in his careless way; but at last he was moved to suspect that Hans and those pals of his might some day fall on him by surprise. So, in turn, he had a talk with two more of the big fellows, Jean and Ivan, and these three agreed to stick together if the others tried to get up a row. All of them declared that a row was the last thing they wanted; yet Hans kept on crowing and cackling in a style to make everybody uncomfortable.

"I shouldn't wonder if that fellow was up to mischief!" John agreed with his new friends. "Well, I don't want to fight, but, by jingo, if I do —!" All the same, it was rather stupid of him to spend so much at the tuck-shop when he ought to have been saving his pocket money, getting himself into training as Hans took care to do. Ices and pastry are not good for wind and muscle. For all his bragging and bouncing, Hans also went on taking great pains with his lessons and gaining a good place in the school, with which he might have been content, and need not have been so fussy in calling attention to his industry. By way of amusement he set a fashion of playing "Beggars my neighbour" with expensive packs of cards marked not only as kings, queens, and knaves, but with such new devices as *Maxims*, *Dreadnoughts*, and *Airships*, and so forth. Dame Europa complained of this costly game; but how could it be stopped, when the monitors set the worst example of wasting at it time and money? If she scolded Hans, he said it was all the others' doing—that he himself was a model of good behaviour, who cared for nothing so much as *Frommigkeit* and *Wissenschaft*.

At last that cunning mischief-maker saw the chance for which he had been watching. The row began with Hans-Hun threatening to clout a small fellow beside him, whose fidgetiness, to be sure, was often provoking, but he flatly denied the charge of trying to stick a pin into his neighbour.

"Give it him!" whispered Hans, egging on his cousin to play the bully, while Jean and Ivan jumped to their feet with a cry of "Leave him alone!"

"Shut up there!" growled John, taking it that a word

from him would be enough to keep the peace. He seemed to have his own hands full of a quarrel with his fags, so the bullies thought he would not interfere.

"Now's my time!" chortled Hans. "I will polish off Jean and Ivan; and, when they have had enough of it, I may tackle that stuck-up John of theirs at my ease, when he can get nobody to back him."

Now, between Hans and Jean sat a little chap named Jan, a relation of them both, who had once been abominably bullied; but, because he was so inoffensive and industrious, the big fellows, some time past, had all agreed to protect him against ill usage. Hans had promised as well as the rest; but, to get at Jean in a hurry, he knocked the little boy down and kicked him to keep him quiet.

"I'll make it all right with you presently," said Hans, as he dashed on to get in a facer at Jean. But the small chap did not take it quietly. He hit out as well as he could, shouting lustily for help, which came just too late to set him on his feet.

"It's a shame!" cried the other fellows, as they made a ring round this sudden fight; but most of them were afraid to interfere. Not so John, who woke up in a moment, and, with a roar of "Stop that, you cad!" rushed to the rescue. So in a minute there were half a dozen of them at fisticuffs, hitting, wrestling, tugging in a wild scrimmage, the noise of which could be heard all over the place. Hans, to do him justice, fought with pluck and science, though it was all he and his big cousin could do to stand up against John and Jean on one side and Ivan on the other, the last a giant of a fellow who looked fit to crush both enemies had he not been rather out of condition. Before long Hans began to see that he wasn't going to have such an easy job of it; then he lost his temper and had the impudence to accuse John of getting up the quarrel.

"It isn't fair, three or four to two!" he bawled. "But come on, and see how I'll bash the lot of you!"

Of course, it was he himself who began, and then he had reckoned on having the odds on his side. Giovanni had promised to help him, but did not stir, disgusted by the lies his late friends told and by their foul blows. After thinking over it a bit he even ran to help John and Jean, when he saw how they fought fair and were like to win in the long run. Other fellows talked of joining in, but they thought it wiser to keep out of the row—at all events, till they saw who would get the best of it. But there was one plucky little chap nicknamed Jap, who was a home-boarder, and had been looked down on till lately, when he had shown that he could stand up to far bigger fellows. This youngster and John had agreed to back up one another in case of a row, and now Jap did good service by tackling Hans from behind, heedless of his kicks and cursing.

Only one boy, at first, cared to take the part of the bullies—a disreputable foreign fellow called Osman, who himself was an old hand at bullying. His dirty, lazy tricks made him unpopular in the school, where he had been notable chiefly for hanging on to other chaps and borrowing as much as they would lend him, till they found he did not pay up. He ought to have been expelled long before, but Hans, to serve his own ends, had taken him under his wing and taught him to use his fists after a fashion, so now he came forward to do what he could for that protector. It wasn't much he could do; but, fighting in a corner by himself, he added to the general confusion. He had lately been at loggerheads with a fellow who sat on the same dunce's form; yet, after a time, this lout actually joined in on his side, when Hans promised him, if they won, a box of Egyptian cigarettes and a pound of turkish delight.

A terrible confusion there was as the combatants went at it hammer and tongs, some of them too excited to keep to the regular rules of the ring. Soon, indeed, they were like to be blinded and deafened by the dust and the din. Forms and maps were upset, desks were broken, slates smashed, copybooks torn to scraps, and ink flowed as freely as blood. Poor Dame Europa, holding up her hands in horror and calling for order in vain, might well exclaim that her school

was ruined, that at the best it would take ever so long to set the damage to rights, that she could never again boast of her model scholars. And the struggle was like to spread beyond them. A big chap from another school over the water, looking in to see what was the matter, got some of the knocks that were going, and, when he complained, Hans told him so rudely to mind his own business that he was half-ready to take off his own coat and plunge into the fray. Most of Dame Europa's small boys, for their part, sat on a fence outside, looking on through the windows, half scared, half tickled by that rare spectacle of the big fellows fighting with so little heed for their dignity. All over the floor, it was such a rough-and-tumble fight that nobody, even in the safest corner, could be sure of not being dragged into it or of dodging out of the way of blows.

Hans-Hun, left to himself, would soon have had to give in, but his big cousin fought desperately, not only hitting out on all sides, but throwing about everything he could lay hands on—rulers, books, bottles, even the chemicals from the Lab. In his rage he didn't care if he set the whole place on fire. Through his cunning plans for taking Jean and Ivan by surprise, he had trusted to knock them both out in a few minutes; but, now that he saw what he was in for, Hans simply went off his head with rage and hatred. As soon as he began to be aware of the mistake he had made he tried to frighten the other side by noisier and angrier threats, at which they burst out laughing to make him all the madder.

"You'll have to pay for it!" he screamed at every smash. "It will take all your pocket-money for years, John, to settle my doctor's and tailor's bill."

"Who breaks, pays," chuckled back John. He had kept himself as fresh as paint and pretty cool through all the hurly-burly. But hard knocks always got his blood up, and, when he heard the other side whispering among themselves that they would soon have enough of it, he rolled up his sleeves a little higher as sign that he was coming on in good earnest.

"Shut up your nonsense, you big bounders, and listen for once to the truth," he cried out to them. "It's no good calling *pax* unless you are ready to throw up the sponge. All this row was your doing, and you have got to get such a licking that you will be in no hurry to do it again. So you may as well chuck it at once; else we are game to fight on till Christmas."

"So say all of us!" added his friends in a hearty chorus.

"Even if you all come to your senses by then, what is to become of my school?" wept Dame Europa. But nobody minded her threats of fines and impositions when all was over; and the fight is still going on, such a row as never was in any school, and, let us hope, never will be again.

MATLOCK HILL.

By S. P. B. MAIS.

I FIRST climbed that long white limestone road which leads out of the Derwent Valley on to the Tansley heights when I was five years old. My father had just been inducted to his first living there: before that we had lived among the Brecon Beacons in Radnorshire, so I was used to mountains. I should have been lost without them. All I can remember of that first day in the new, grey, cold country of Derbyshire was that the peasant folk who crowded to greet us were weirdly repellent, uncouth, grey and dour, like their own skies and stone walls. Had I then read any of the works of the Brontë sisters I should have noticed the strange resemblance to the country folk who came within the ken of those who lived in that other parsonage of Haworth, on the Penistone Ridge. I felt curiously lost, strange, outcast; a feeling came over me of which I have

never since been able to rid myself, although the Peak District has been my home now for twenty-five years. I remember that I ate damson jam on that first day, and that there was a swing in the garden. Beyond that I think my imagination plays tricks with me. Nothing else stands out clear; all is one blurred impression of discomfort.

It must have been years after that I stood on the high broad parapet of the Rectory garden wall and imagined vast hordes of marauding enemies, fresh from the conquest of Matlock Town, every building of which they had razed to the ground (I can still visualize the smoke blotting out the landscape), marching carelessly in fours up the steep white road, the full command of which lay before me. I had at my feet concrete floors, on which were mounted mighty cannon. I saw myself rushing to the church tower to ring the alarm, returning to fire my cannon right in the middle of the astonished, unprepared foe. I saw myself leading a mighty charge, driving the alien helter-skelter down the steep hill back on to the charred ruins of what had once been Matlock. I saw myself, later, decorated by the Queen for my valour—the hero of my neighbourhood, the saviour of my shire. Dreams! Dreams!

The nearest I ever got to the result of my castles in the air was when my father, through illness, had to go away for a whole year, and, on our return, the horses were taken from the shafts, and we were drawn by stalwart parishioners through a much-bedecked and garlanded village in a triumphal procession. On that day, too, there was damson jam for tea. By far my most obstinate memories of that long hill, however, are those which recall those morning walks with my mother, when I accompanied her on her shopping expeditions. I would always be late in starting, so that I had to run for half a mile at break-neck speed to overtake her, only to catch a severe cold by then having to crawl along at a snail's pace. Somehow small boys hate walking by the side of their relatives; there is something ineffably tedious and upsetting to their dignity in such a tame method of procedure.

About half-way down the hill we would be caught up by my father, who invariably (sensible man) bicycled. My mother as invariably met him with, "Oh! dear, dear: I am so glad you have caught us at last: I've had visions of skids and broken limbs ever since I started. Why didn't you come sooner?" He would mumble something about having to see the schoolmaster or the verger, which we both knew to be moonshine. It was the study fire and a fascinating book that had delayed him.

An hour later you could see us panting up the hill again, all overlaid with parcels, the bicycle converted for the nonce into a local Carter, Paterson's van, I with a precious copy of *Chips* or *The Boy's Own Paper* to console me for my packages.

Anon, we would rest on the wall "to let," in my mother's words, "that horrible creaking quarry-cart go past. I hate these carters' faces; we never see a human being." (Need I say that my mother was brought up in London?)

The day came when I possessed a bicycle of my own. How I used to love that steep descent then! Two miles to the station, and I could do it in under five minutes. Oh, the *facilis descensus . . . the revocare gradum!* Heartrending tales were poured into my ears of vain men who rode up steep hills only to die of exhaustion at the top. How many times have I thought—my heart thumping against my ribs, as, in spite of warnings, I stuck to my machine—that I should die when I reached the summit! Somehow all my life through I have never learnt not to hurry: I always seem to be rushing either up or down hills. I owe more of my character to that steep descent than I know. How many stories have I not fashioned as I pounded along alone in the slush and fog of a January day! How many articles and verses owe their inception to thoughts that have voluntarily moved me to (I am afraid) most inharmonious numbers as I climbed that self-same road!

One most tangible quality I most certainly owe to it. I should never have had the good fortune to succeed in

athletics if I had not trained my legs assiduously upon that stern disciplinarian path. It gave me wind and stamina, stout legs, and an enduring heart; but it gave more, much more, than this. On wintry afternoons, when the darkness was just closing in, I would stand at the nursery window and gaze out over the fields on to the narrowing white strip of road, and watch excitedly the lamp-lighter light up first one strip and then another of my favourite path, and I would scan it far and wide for any hint of a visitor or caller who would while away the tedium of the day. At teatime I would creep into the drawing-room and see my mother gazing rapt, too. "I wonder when your father'll be back. Oh! that must be he. No, not there. There!" she would say excitedly, pointing at the lamplighter or a solitary quarryman going slowly homeward. "He must be in soon; he promised to be back by four. I'm sure I can see him now. Yes, that's his hat." And all the time my father would be in the room, silently shaking with laughter, finger on lip, lest I should spoil the fun. "Why, here you are all the time, and I was positive that was you over by the mill. Come and look. Never mind; let's have tea."

At times it would be a wedding or a funeral that was due at two o'clock, when my father liked to be asleep. Then I would be posted at my window to watch for the glad or sorry cortège, and go down to warn him when it approached the church. On one great occasion in the year, the first Sunday in August, all the local Oddfellows and Druids would hold a mighty mass meeting and march with gaudy banners and martial music along this historic road up to the village green, where my father would preach to them. I never was so proud of him as then! He seemed to be the Druid of Cowper's *Boadicea*.

Then there came the days of the first motors. How we would fly to the windows and wonder whose they were, where they were going, what chance there was of ever having a ride in one! To-day we should not put down the book we were reading for a Zeppelin or aeroplane! Sometimes at night I would be awakened by the raucous cries or ribald songs or Methodist melodies of a football or cricket team driving home over the moors from a match, and, in imagination, I saw myself being bowled along an endless white road in a wagonette like theirs, crunching over the stones, swaying over the stones, singing my favourite songs on my way to El Dorado, Buxton, Timbuctoo, or Kynance Cove. Did I dream it, or is it true, that in early years our more godless villagers put wires across the hill at nights in order to despoil the passing cyclists of the eighteen-nineties? I know that they put ropes across about half-way down in order to take toll of all wedding parties on their way to the station. Our villagers had much of the *apache* about them.

There have been sad scenes on and about this strange, white, restless road. More than one poor girl in my short lifetime has crawled up in the dead of night out of the town, up this dreary, unsympathetic hill to our lonely moorland, and, unable to find solace in her misery, sought peace in the deep waters of our mill-dam. There is a dark part of the hill where it enters the pine trees that clothe the banks of the Tansley brook, which is said to be haunted to this day by the ghost of a young girl who threw herself over the bridge on a frosty night some fifty years ago because her lover had been drowned while skating on the dam just above. It is a road of moods, is this Matlock Hill. Open to all the violence of the West wind, you feel the pitiless forces of Nature at their worst as you grope your way in the inky blackness of a stormy November night down to the town, where lights and shops and music and masses of ever-moving human beings seem to take you into another world than that in which a moment ago you were battling single-handed with the blast.

Your mission done, you once more take the lonely road, and it is as if all the Furies of the Inferno were let loose to torment your miserable soul. For an æon, an æon of three-quarters of an hour, beset by every ghostly fear, you run stumbling through the blackness, like Tam o' Shanter with

witches and warlocks at your heels, imagining each bush to be a bear, and, after a fight that seems to last to all eternity, you see at last, in the far distance, the one beacon light in the drawing-room window, and you win the top of the drive. Down it you rush as fast as your legs can carry you, only to be met at the doorstep with "Oh, what a time you have taken! I thought you'd got lost or tumbled over the bridge or fallen into the dam. Come along in and get warm."

On hot days in August the white limestone seems to destroy every nerve in your eyes; you are blinded by the glare, and long for the sweet, green meadows of Dorset or Devon. The passing cars cover you with fine, white dust that gets into every crevice of your skin and chokes you if you open your mouth; the sun beats down upon your back, and the hill seems never-ending. You count your steps between lamp-post and lamp-post; you wish you had brought your bicycle, that you had left it at home, that you had never started, that you had not stopped to rest on the wall, that you had taken it easier, that you had rushed it. At last, panting and sweating, you fall rather than walk into the shadow of the drive, and all is forgotten in the ecstasy of being at home. But its moods are not all evil moods, though we are nervous of its moods at nine and twelve, at two and four, when the schoolchildren get in the way of the bicycle; at dawn and sunset, when the mill hands go to and return from work, and alternately please you with their winsome smiles and make you feel a fool with their well meant, but pungent chaff. Yet there are times when all the poetry of the world is in this road. When we have walked home on a still, moonlit, frosty night after a dance, where our Amaryllis or Neaera has smiled on us, we seem to be treading on air, and the road becomes a lover too. We can tell it all our secrets, full sure that it will never betray us; we can live over again those all too short honeyed hours, or it may be that the ecstasy is still more perfect. We may even be escorting our inamorata home down this self-same road. Then "what matter the weather, so we be together?" Only too swiftly then do the milestones and the hours pass. Whether it was wet or fine, beclouded or moonlit, we forget. Henceforth for us it is a *Via Sacra*.

Then there are the comings and goings—the joyous home-comings, when we are met at the station, after a year's absence, and all the old familiar faces beam to see us once again. We roll over the cobble-stones in the same old carriage which we thought must have fallen to pieces like the Deacon's shay. Each stone, each tree, each turn in the road, each yard of the hill brings back a fresh memory, revives some hidden longing which we had thought long since dead. At last the Rectory windows appear over the horizon, and waving handkerchiefs urge on our Pegasus, co-eval with the carriage, to one supreme effort. The villagers pass, bob, smirk, wave; we are at home again. In the days that follow we renew our associations with the dear road. Somehow it does not seem able to appreciate our uniform. "I could do with the new-fangled, devil engines, and I don't mind them flying things, for they don't concern me; but these last eighteen months 'as bin diff'rent, some'ow. I don't 'ear so much laughter-like. All t' faces as I see is drawn and 'arf-starved lookin' (my road always talks to me in a Derbyshire accent: I don't know why, but it does); all t' lasses are greetin' and all t' laads are gone. Summat's up, I can see, and I tell yer straight, I don't like it. Never no kissin' and 'uggin' nor nowt o' that; all marchin' in them 'ideos dust-coloured clotheses (not my idea of dust-coloured, mind yer: I'm a clean man mysen) and 'ere are you, followin' t' fashion, struttin' along bolt-upright—not like yer used ter do, sort o' 'arf listenin' for t' pixies and warlocks. Yer stuck up, lad, that's wot's wrong wi' yer, and yer look sort o' older and careworn. Ye'r onny a nipper for all yer goin' bald. Yer can't deceive me; yer look fit to greet yersen for all yer fine clothes. Come on, lad, what is it? What is it?"

In trembling, faltering accents, I tell my road what has befallen us through no fault of our own: somehow, having told him, a heavy burden falls off the back, I feel more than ever like Christian, his Hill of Difficulty overcome.

"Look'ee, my lad: I owes you summat for tellin' me that. Dost na know what I've done for thee all thy life long? Sithee then: this 'ere's wot you're doin' for me-like. I've made you and watched you all th' time sin' you were a wee lad, and now my life's in danger: you'd defend yer feyther and moother, wouldn't yer? Well, A'm yer feyther and moother and yer feyther's feyther and moother likewise. All the foochure 'appiness o' Hengland depends on th' like o' you. Eh, lad, but I'm proud o' you: be proud o' me—

Proud, then, clear-eyed and laffin', go to
Greet Death as a friend.

(Eh! I can read poetry, too!) Wherever you may go, lad, you'll take me with you like, and may be if ye die, over yer body another road 'll take its birth from your dust, and that road, fer all that it's furrin, will contain th' sperrit o' me. Chew on that, sonny; it's true, true as I'm 'ere."

So this is what patriotism means: if only our newspapers would leave us alone and not bully us so much, we might begin to understand if Nature would but speak. The days fly; again we stand at the drawing-room window and gaze over our mother's shoulder out on to the road, and wonder if that car brings a caller, if that obvious chimney-sweep is Father returning from the Archdeacon's meeting, if it would be too cold for a walk, whether we had better not wait for to-morrow because it will probably be warmer (or colder). Again we wander side by side sauntering Matlock-wards to shop... and, just as she did twenty years ago, my mother will turn to look every five yards to see if my father's bicycle is in sight yet: "he must have had a skid." Of course, he turns up, late as ever, and merrily we proceed. Just as heavily laden as in the old days we return an hour later, the bicycle more like Carter, Paterson's van than ever.

All too soon leave is up: the carriage is at the door; the last farewells are said. We crawl up the drive: all down the hill until only the top of the Rectory is visible. We wave in response to the chorus of napkins and handkerchiefs that seem to throng every window. We are left to our own thoughts... when the road for the last time obtrudes itself upon our vision: we can almost see its face and hear its voice. "Farewell, lad, and good luck to 'ee. Remember what I said: I'm non likely to forget 'ee, nor is Hengland neether; it's for me you goin' thro' all this: I'll non forget: I'll non forget."

CORRESPONDENCE.

"GEOGRAPHY EXAMINATIONS."

To the Editor of The Journal of Education.

SIR,—In your issue for November 1915, there is an article on "Geography Examinations," to which a reply is necessary. The difficulties of examiners are great and manifold and, speaking as an examiner, I would certainly not claim infallibility; yet I must protest against an article embodying direct mis-statements of fact and written by one who apparently does not realize the essential meaning of Geography. Without raising the question as to whether all the accusations are ill founded, I must controvert three statements which taken together seem to me to deprive the article of much of its claim to serious consideration.

1. The author writes: "The scope of geography... now comprehends ethnology, biology, zoology, geology, economics, history, astronomy, meteorology, and the rest.... What can the poor teacher do?" The obvious answer is that he can set himself to get the point of view of the subject he teaches, and to realize that geography does not comprehend all these subjects, but merely selects those particular portions of other sciences which aid in understanding the distribution of the most important phenomena of the Earth's surface and its inhabitants. As biology requires some knowledge of

chemistry and physics, so geography utilizes other sciences, and the *trained* geographer knows broadly what to select and what to reject: the border land of doubtful inclusion is relatively small and is becoming still smaller by general agreement among students of the science. That one who has not been trained in modern methods finds it impossible to make a selection and fails to understand the selection of those who have had the training is only an argument for the much needed improvement in the geographical equipment of educationists.

The author's inability to grasp the meaning both of the subject-matter and also of the questions, is illustrated by his criticism of the very useful question on climates (for which the writer of the present letter is in no way responsible) quoted from the recent July Oxford Senior Examination. He suggests that this question might with advantage be prepared for by memorizing a map showing isotherms and distribution of rainfall, and that "the task of stating reasons will be mere bluff." He fails to realize that there are certain broad types of climate depending on the position of areas, the learning of which would not be at all facilitated by the kind of memorizing he suggests. If the pupil has *understood* the types and their dependence upon position, he will be able to pick out those types from the examples given and also to furnish the reasons required. I can assure the writer that an examiner can and does distinguish between the pupils who have memorized and those who have understood—to the disadvantage of the former.

2. The statement that "the teacher must consult the pet theories and personal prejudices of the examiner" merely shows the writer's ignorance of how the papers are set. In a wide experience of the examinations in question, I can only think of a single case in which the paper is set by one examiner; in all the others there are from two to six examiners, and behind them revisers or moderators, while among the examiners themselves and on the part of the revisers the frankest criticism of the drafts of papers takes place; only exceedingly rarely could a pet theory or a personal prejudice survive under these conditions.

3. The statements that "in the Northern Universities Matriculation Examination for 1915 there is no physical geography except Question 1," and that "in the same examination for 1914 the first four questions are all on physical geography" are both incorrect. It has been the practice for several years to devote the first half of the questions, namely six out of twelve, to physical geography, and the *seeing eye* has no difficulty in realizing this. In support of this claim I enclose the copies of the four papers set in 1914 and 1915.

J. F. UNSTEAD.

SIMPLIFIED SPELLING: A LEAD FROM THE N.U.T.

To the Editor of The Journal of Education.

SIR,—There is much significance in the appeal made by the President of the National Union of Teachers for definite action by the Union in favour of spelling reform. He suggests that his Union petition the Board of Education for the recognition of at least an instalment of reform—"program" for "programme," "plow" for "plough," and the obliteration of the distinction between *-cede* and *-ceed*, *-ant* and *-ent*, *-or* and *-er*. Obviously these are half-measures which, while they might simplify the spelling lesson, leave untouched the more difficult problem of simplifying the reading lesson. But the important point is that not only would they, in themselves, save much time and effort, but that they would pave the way for further and more scientific reforms. The fact that they are made by the President of the largest teachers' organization in Britain entitles them to consideration. The problem of spelling reform is primarily the concern of the elementary teacher.

It is through the gateways of learning that change will come. Education is becoming more and more bureaucratic, and the man in the street more and more willing to take what he gets for his children at the hands of the Department. If the elementary teacher can open the gate to these and similar

reforms, no hostility on the part of the general public need be feared.

The Education Authorities of other lands have already pointed the way. As long ago as 1911 the Education Department of Victoria, Australia, issued instructions that all printed matter issued for or by the Department should be in accordance with certain enlightened rules, such as the omission of the useless *u* in "honour, favour," &c. The immediate cause of this departure was the receipt of the proceedings of the Imperial Educational Conference, which passed unanimously a resolution affirming the desirability of the simplification of our spelling, and inviting all parts of the Empire to take such steps as were possible to rid English spelling of its anomalies and absurdities. In America the cause of spelling reform languished until the National Education Association gave it an impetus by adopting twelve simplifications. These simplifications were "program, tho, altho, thoro, thorofare, thru, thruout, catalog, prolog, demagog, pedagog." Impressive is the fact that since then nearly a hundred Universities, colleges, and normal schools in the United States have either adopted some of the simplified forms of spelling in their official correspondence or they permit the use of simplified spelling by students in their written examinations.—Yours, &c.,

CHRISTINA JUST,
Secretary, Simplified Spelling Society.

THE UPLANDS ASSOCIATION AND A CONFESSION OF FAITH.

To the Editor of *The Journal of Education*.

SIR,—Your kindly reference to The Uplands Association in "Occasional Notes" for October leads us to ask your indulgence if we may correct you on one point. The members have no confession of faith. We are a society of students who, as a method of study, are trying to reduce our ideas to formulae. We have joined forces not necessarily because we hold similar views as to the lines along which reform in education should travel, but because as students we like similar methods of study. We wish to pursue our studies partly at our Summer Meeting, partly throughout the year by the agency of a *Circular*, the first issue of which we hope to forward to you in a few days.

We look upon the formulation of ideas in words as a valuable exercise, which, we think, helps to clear our minds. (It is no intention of ours to regard these "principles" as sacred tenets immune from revision, or from even more drastic treatment, should such be found necessary.) As obviously such an exercise cannot be conducted by all the members, although some of them, we expect, will contribute, through the columns of our *Circular* or otherwise, we have asked our Committee to spend what time they can in the search for appropriate forms of words.

To avoid misunderstanding we added a clause to make certain that no one would regard this harmless occupation as involving any of us in a charge of propaganda. You speak of the members as wishful "to convert everyone who comes within the sound of their voices." But, if you please, why assume that we wish to convert anybody? We are not agitators, but parents and teachers engaged in studying reform. Why should we worry to make converts and ask people to accept our conclusions? Such zeal would spoil the good-humour and sanity of our employment.

We will not trespass further on your space. Your criticisms of the terms we have employed as regards work in the open air and the place of "knowledge" in the curriculum will be attentively considered by our members. We need only add that, if any of your readers would care for further information about our work, printed matter will be forwarded on application.—We are, yours faithfully,

M. M. MILLS } Secretaries.
AMY F. PURVIS }

25 Andover Road, Southsea.
November 25, 1915.

THE Transatlantic Film Company announce the exhibition, at the Philharmonic Hall, Great Portland Street, of a marvellous submarine film—a moving picture of some hundred miles of the Atlantic Ocean bed, including *inter alia* a fight between a man and a shark. There will be a daily performance during the month at 2.30 and at 7.

GIFT BOOKS.

The Siege of Mr. Johnson. By H. LOUISA BEDFORD. (1s. 6d. S.P.C.K.)—Mr. Johnson is a retired college don, who lives a hermit's life in the country. The girl whom he had adopted and brought up as a daughter had eloped with a scoundrel who deserts her and leaves her penniless, but his heart is hardened, and he is deaf to all appeals. How he is besieged, and capitulates in the end to Con and Guy, who, with the true instinct of children, detect the kindly nature behind the gruff exterior, and lead the way to a reconciliation between the repentant ward and her guardian, is prettily and effectively told. The courtship and marriage of an old pupil to the boys' governess forms the underplot.

A Boy of Eirinn. By PADRAIC COLUM. (3s. 6d. net. Dent.)—This volume of "The Children of the Nations" introduces us to Finn O'Donnell, whose name serves as a peg whereon to hang something of Irish legend, folklore, and recent politics. Finn, as a gossoon, is driven by his uncle in a market-cart from his home in the wilds to Dublin. The way is long, and they take their time about it, picking up vagrants of all kinds and meeting with small adventures, some peculiar to Ireland; others, like the peep-show and the circus, common to all lands; and the story ends with an Irish play, the saga of *The Destruction of Du Derge's Hostel*, dramatized for boys to act. There is little of Irish wit and humour, but children will enjoy these plain tales from bog-land.

The Jolly Book of Boxcraft. By PATTEN BEARD. (3s. 6d. net. Harrap.)—An ideal gift book for the nursery, warranted to while away a dark or rainy hour of the Christmas holidays; but it is only fair to give a word of warning to godmothers and maiden aunts. They must beg boxes of every size and shape—pill, bonbon, boot, hat, bonnet, dress boxes—or there will be no peace in the house. There is a choice of 46 boxes.

The Blinded Soldiers' and Sailors' Gift Book. (3s. net. Jarrold.)—There is no need to invoke the proverb about a gift horse in order to recommend this work of charity. The very names of the contributors, authors, and artists should suffice to show that the purchaser will be twice blest and receive not a flap or token, but a handsome and substantial volume. We take at random a few of the names—Galsworthy, Eden Phillpotts, Anthony Hope, Sir Luke Fildes, Hugh Thomson. Again, *ad aperturam libri*, we light upon *In the Dark*, by Robert Hichens—his reflections as a special constable who has seen, at all hours of the night, in villas, bungalows, and cottages, lighted windows. Only a heart of stone could refuse such an appeal. All profits accruing from the sale will be handed over by the publishers to Mr. C. Arthur Pearson for St. Dunstan's, Regent's Park; there blinded soldiers and sailors are taught a trade or occupation.

Fairy Tales that Mother Told. (Nelson.)—"Mother" is anonymous, and all she lets us know about her *Tales* is that seven are from the French and eight from the German. All of them are as old as the hills, but children will never tire—*Cinderella*, *Tom Thumb*, and the classics of Perrault, Mme d'Aulnois, and Grimm. No one would venture to change Cinderella's name, but if Riquet and Rumpelstilzchen are retained there should be some indication of the meaning. The English, too, is capable of improvement—"she twisted her neck just as a cook does a barndoor fowl, . . . and nobody was particularly sorry for the same." There are six coloured illustrations. "The White Cat's Hunting Party" is effective.

John Williams, the Shipbuilder. By BASIL MATHEWS. Illustrated by ERNEST PRATER. (2s. net. Humphrey Milford.)—For those who know *Livingstone*, an earlier volume in the series by the same author and illustrator, it would suffice to say that in the less familiar *Apostle of the South Seas* they have done justice to a Christian hero and martyr no less bold and adventurous. "Aue, Viliamu, aue Tamu!" was the wail of his bereaved children, the Samoans; and the four missionary ships that bear his name were a response of English children to the cry.

Children's Sing-Song from Sweden. Music by ALICE TEGNER. English versions by MAISIE RADFORD. (1s. 6d. Augener.)—We hope this modest little song-book will have the success it richly deserves. With a few notable exceptions, the modern songs written for children are unsatisfactory; the music, if simple, relapses into the pretty-pretty, and the words are usually trivial and worthless. Here is a rare exception. These are true children's songs for the two-year-olds onwards. We know, for the children have told us so. Moreover, to show such charm and individuality through such simple means is an attainment effected only by the true artist.

Four Story-Books for Five- to Ten-Year-Olds.—Messrs. Nelson have published a set that would find favour for a nice little family of four. *Wee Tales for Wee Tots*, in large print, with bright pic-

tures, for the five-year-old; *My Big Picture-Book*, a sufficient advance to make the six-year-old sure it is for him; *The Chummy Book*, for the seven-year-old—who has, of course, had it for the last two years. Here we get to stories of soldier-games and such-like. We note two specially fresh and individual coloured pictures by E. Dorothy Rees. Lastly, *The Jolly Book*, for the grown-up ten-year-old, who can read real stories of the War, and at the same time has a mind free for Red Indians and Brownies. Will he notice, we wonder, that a happy choice has included among the stories a translation of Daudet's *La Dernière Classe*, which makes the book more than merely jolly?

Tangled Trails. By ARGYLL SAXBY. (2s. Wells, Gardner.)—In nowise dismayed by the wreck of the liner in which he is emigrating to Canada, Ben Coldstream gets astride an upturned boat, which he shares with a very peevish boy with whom he makes friends. After a while a man comes along on a hen-coop, also a survivor of the wreck, who turns out to be just the man to help Ben and his chum in their career. After this auspicious beginning, followed by the assistance of a friendly Indian chief, the emigrants prosper greatly, notwithstanding some unexpected contretemps.

Dickens Stories for Children. (Nelson.)—The stories are taken from *David Copperfield* and *The Old Curiosity Shop*. Peggotty and Barkis will delight all children no less than they have delighted their elders. So with Mrs. Jarley and her wax-work show. They will appreciate Little Em'ly and Little Nell, whose death they are judiciously spared, but we have doubts whether Mr. Murdstone, Mr. Creakle, and Quilp are meat for babes.

For Bonnie Prince Charlie. By ESCOTT LYNN. (Cassell.)—A story of the young Pretender, ending in the defeat at Culloden. The hero, a mere boy, gets involved in the rebellion, and shares in the hardships of the advance and retreat of the Prince's army, doomed from the first by the alternate weakness and over hopefulness of its leader. There are plenty of exciting incidents, imprisonments and escapes, and four good illustrations by Gordon Browne.

The Chartered Company. By HAROLD AVERY. (Nelson.)—An amusing school story. There is nothing tragic about it; the necessary misunderstandings and an occasional unjust accusation all have their comic side. The characters are lifelike, and we seem to know the boys, and like some of them; for the Relic we have a distinct affection, and feel that "Cailthorpe" could better have spared some more prominent member of the college. There are four coloured illustrations.

SAFE NOVELS.

Pointed Roofs Pilgrimage. By DOROTHY RICHARDSON. (6s. Duckworth.)

Mr. J. D. Beresford, who stands as sponsor, introduces Miss Richardson as the originator of a new form in fiction, "the first novelist who has become a very part of the human element she has described." All great writers of fiction have, to a greater or less degree, consciously or unconsciously, projected themselves into their characters from Shakespeare, the most objective of playwrights to Byron, who masqueraded under endless transparent dominoes, while Browning's semi-dramatic utterances may represent the common intermediate type. The peculiarity of *Pilgrimage* consists, not, as Mr. Beresford suggests, in the fusion of realism and romance, but in the delineation of a group of characters and their milieu by a series of snap-shots. In each photograph there is a looking-glass; the photographer sits to herself, but this is the only connecting link between the pictures. To drop the metaphor, the novelist seems to let her pen go and jot down each impression of the past that memory recalls. The plot, if such it may be called, may be told in a paragraph. Miriam is the daughter of well-to-do parents who have outrun the constable. She has long fretted at the conventionalities and humdrum of home life, and, in order to satisfy her love of adventure and at the same time to relieve the family burden, she accepts the post of governess *au pair* in a German boarding school. She stays there for a term, makes friends and foes, is generally approved but sometimes frowned upon by the Directrice, but the only incidents recorded are a thunderstorm and the dismissal of the French Mademoiselle. At the end of the half-year she returns home, whether voluntarily or under compulsion is left doubtful. Story there is none, but the interior of this Hanover Girls' School, its inmates, and their daily life is revealed as if by limelight. Almost to the end we expected the suave and sympathetic Fräulein Pfaff would prove another Mme Beck, the

Gemütlichkeit and *Schwärmerei* of the girls a veneer of German *Kultur*, and that Miriam would fly from Hanover as a plague-stricken city. We were agreeably disappointed. "I'd do anything to stay in Germany," are Miriam's parting words. The title gives promise of a continuation and we want to hear more of the heroine, a fascinating study in psychology who, in her *Wanderjahre*, repels more than she attracts.

The Extra Day. By ALGERNON BLACKWOOD. (6s. Macmillan.)

For those who have read *The Education of Uncle Paul* a more significant title would have been *Uncle Felix's Education*. It is a variation on the same theme, but by no means a replica, and in the alternative title we have suggested there is an intentional ambiguity. To the very end we cannot tell—nor, we fancy, could the author tell us—whether the Uncle is the educator or the educated. The protagonists of the romance are Uncle Felix, a middle-aged novelist, and Judy, Tim, and Maria, "just little children, just the usual age," but later on we discover that Maria, the youngest, is seven (she has been told that she is in her eighth year, and insists that she is eight). They are real children, with plenty of fun and good appetites, though they dream dreams and end by seeing visions; and each has a distinct character. Judy is the Ariel, Tim the Kobold, and Maria—well, Maria, in appearance a German doll with fat pink cheeks and big blue eyes, is the child of Wordsworth's Ode, incarnate. The mother is another Mrs. Shandy; Aunt Emily is the Categorical Imperative in petticoats; and the father, head of the Stationery Department, serves as a forerunner of the gospel, Fancy leading the way to Imagination. These are merely supernumeraries, who disappear from the scene when Uncle Felix enters and the drama proper begins. He is the Pied Piper who sets, not only the children, but all the household, down to the cook and butler, dancing at his heels, and the tune he plays is the "unexpressive nuptial song" of *Wonder*. All who have heard it—tramp, policeman, butler, and cook—go their several ways, as in Tennyson's *Sleeping Beauty*; but henceforth they all view earth, heaven, and sky with such different eyes. Time, that has stopped for twenty-four hours, goes on again. Mr. Blackwood combines an extraordinary sensitiveness to the subtler moods and aspects of Nature with a rare power of interpretation. At times, as when the tramp emerges from the tarpaulin a knight in shining armour, the contrast between the real and the ideal is too glaring, and at times he repeats himself; but it is a wonderful romance that we have read a second time—a high testimony from a reviewer.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

According to the American educators, it is the business of the school to keep the Temple of Janus closed, and they deplore its failure. The Declaration of Principles formulated by the National Education Association (of whose August meeting we wrote in due course) expounds that opinion. The virtual breakdown of civilization in Europe reveals, it is alleged, the ineffectiveness of the education on which we have been relying. "In an age marked by so great an expansion of educational activities, such great industrial and commercial progress, such wonderful discoveries and advances in the application of science, and such progress in advancing the social welfare, we see nations heretofore devoted to the arts of peace and the advancement of civilization almost at once lapse into a barbarism which a year ago we should not have believed possible. Not only have the systems of education of Europe proved disappointing at the time of supreme test, but we cannot console ourselves that the results would have been markedly different with us had the American nation become engaged in such a Titanic struggle."

We are minded to report rather than to traverse the contention of the American schoolmen; otherwise we might argue that in Britain there has been no breakdown of civilization—no lapse into barbarism to be charged against the schools; and that the true barbarism was of those who stood mute when Belgium was outraged. The National Education Association finds that all the mischief came of the fact that the school instils into the minds of the young an exaggerated Nationalism instead of inculcating the importance of international justice and international good will. Its Declaration makes the familiar recommendation that school histories should be rewritten. "The biologic, economic, and human waste of war should be emphasized, and the fact that war is the breakdown of law and order and civilized society should be made clear to the young." The

Declaration, further, (1) laments the present War, (2) reaffirms its approval of the American School Peace League, (3) deprecates any attempt to militarize the United States; (4) approves international associations, and (5) recommends the appointment of educational attachés to legations and embassies in foreign countries.

Observe that the Associates, deeming themselves neutral, were unconsciously rallying to the side of France. **Nationalism or Internationalism?** For France stands for Internationalism, and continually proclaims the rights of Humanity; Germany, at least since the days of Fichte and Turnvater Jahn, has been intensely nationalist. Jahn's *Deutsches Volkstum* will be found by those who examine it to contain the seeds of Pan-Germanism—an intense and dominant Nationalism. On these political themes we may not dwell. As to the school, it does best when it is furnishing the materials and methods for the formation of opinion, not hard and dry academic formulae. Let our children feel their way towards what is *Right*, indifferent whether the obligation to do it be based on Nationalism or Internationalism.

Ex America semper aliquid novi! How could initiative be quickened in backward school children?—that was the problem with which pedagogic minds at Cincinnati were occupied. The making and the flying of kites have always had a fascination for the young, and artful teachers arranged a contest on the common at Westwood, where competing kites should fly to gain honour for the victorious school. The boys built the kites in their several homes, consulting books and studying every type of sky-climber "from the kind of kite with which Benjamin Franklin is believed to have caught electricity to the great kites that Graham Bell is building at Baddock." A holiday was proclaimed and boys and girls assembled at the place of trial—*Visuri Aeneadas, pars et certare parati*. The first competition was in height, success being with him who flew his structure the highest in twenty minutes, and the prize, a simple blue ribbon, fell to one whose kite reached an elevation of thirteen hundred feet. Next the *pull* of the various kites was measured with a spring balance; eight pounds proved to be the draw that earned victory. Last and most exciting was the speed competition. Each boy had to unwind from the spool three hundred feet of cord, then to wind the whole length up again. But, mark you! the winding was accelerated by means of a curious hand-made instrument worked with a gear—the device of the boys themselves. It was Westwood School that gained the prize with thirty points, and the dull boys were found to have shown as much energy as the bright. Inventiveness, manual skill, physical activity, had been required of all, and something of true education had been got from what is usually accounted a mere childish sport.

The educational value of the kinema was foreseen by Horace: **Education by Kinema.** *Segnius irritant animos demissa per aures Quam quae sunt oculis subiecta fidelibus.* "Educational possibilities of the Motion Picture" is the title of an article in the *Educational Review* (L, 4). We ask children, says the writer, what mountains there are in Switzerland; they answer "The Alps." "What can you tell me about these mountains?" "They are covered with snow." The poverty of such teaching! What a difference if by "movies" we show glaciers on the Grindelwald, a trip from Lauterbrunnen to the station Eismeer, mountain-climbing in the Dolomites, an avalanche falling over a cliff! To the eyes of a pupil reading Shakespeare there might be submitted "Hamlet," "Othello," or "Lear," as performed by great actors. Suppose that children are studying the arguments of Columbus, his voyage, and the sort of land that he discovered. What realism could be got from moving pictures! But the producers of films need guidance. A committee appointed by the Bureau of Education should investigate the subject of cinematography and make recommendations in the interest of the school.

The Universities and Commerce. The Part Time Principle in Education was the theme of an address recently delivered before the Conference on Universities and Public Service at Boston. The underlying idea, it is well known, is that the student must receive both practical training under the actual conditions of life and instruction in theory from trained teachers. American Universities, to realize that idea in one domain, are extending a hand to Commerce. Thus, a plan is being worked out for the coming year between New York University and several large business firms in New York City, under which alternating periods will be spent in commercial offices and in the School of Commerce of the University. Again, the University of Cincinnati has been successful in giving late afternoon and evening courses to clerks and other persons in commercial employment. Not blind to their own interests, employers have shown great willingness to co-operate by releasing their employes. Germany has boasted that her *Kaufleute* are the best trained in the world. Commerce

is one of the fields in which she will have to be conquered, and the younger English Universities should consider in what measure they can help us to a decisive victory.

FRANCE.

Mr. Winston Churchill is not the only Minister to quit a Cabinet for a camp. From a list of promotions in the French Army we learn that M. Albert Sarraut, late Minister of Public Instruction and the Fine Arts, Sergeant of the 127th Territorial Regiment of Infantry, has been promoted *Sous-lieutenant* of Infantry (Territorial Army) for active service. So in democratic France a powerful Minister of State passes to a humble military grade—content in this way or in that to serve his country.

The Secondary Schools recovering. The general improvement in the situation that a year has produced is reflected in the secondary schools, as the figures relating to the *rentrée* of October show. Both in Paris and in the provinces school buildings occupied by the military authorities had been freed as others became available. Children of refugees had to be provided for; on the other hand, boys belonging to the class of 1917, expecting to be called out, did not return to school. Of the *lycées* of Paris the famous Louis-le-Grand received nearly 1,000 pupils, as also did Henri-IV; Charlemagne, about 900, and Saint-Louis, 800. In general the population of the *lycées* did not differ much from the normal, and in one or two cases there was overcrowding. Preliminary statistics obtained by the Ministry exhibit noteworthy progress for the year. Taking the figures for the whole of France on October 15, we find that in *lycées* for boys the numbers had risen from 41,631 to 50,316; in *collèges* for boys, from 20,498 to 23,902; in *lycées* and *collèges* for girls, from 21,901 to 29,693. In all, the increase was of nearly 20,000. In October 1914 the secondary-school population was found to have suffered a loss of 35,000; in October 1915 this loss had been reduced to 15,000—a significant and welcome change.

Effects of War. For the rest, the Spirit of War is still all-pervasive. Pedagogic journals open, for the most part, with pages of the Golden Book, or Roll of those engaged in education who have fallen or been wounded for their Country; they contain also goodly lists of teachers who have won distinction. The Ministry of Public Instruction and the Fine Arts undergoes a significant enlargement, there being added to it a "Direction des inventions intéressant la Défense nationale"—but only for the duration of the War. An article in the *Revue Universitaire* (XXIV, 9), headed "Impressions d'exil," draws aside the veil from the face of the invaded Departments. We are told how at Douai, for example, the *collège* courses were going on as usual—two hours in the morning, two in the afternoon—in spite of the obstacles interposed by the Herr Inspektor, thirty girls attending them regularly; how, since the boys' *lycée* had been requisitioned, its pupils were divided into two groups, the small boys going to the girls' school, the big distributed among various buildings; and how the *collège* courses just mentioned were given in four classes. "que Mme la directrice, le texte de la Convention de Genève en mains, a vaillamment disputées aux autorités ennemies." A school-mistress contending for the right to hold her classes—it is one of the minor heroisms, yet worthy enough of record.

QUEENSLAND.

Quarter-Money. The Queensland *Education Journal* (XXI, 7) makes a protest against the recent abolition of quarter-money in the schools. The money was needed to supplement the vote made for education by Parliament. Government does not supply wall pictures or charts, specimens, and apparatus for the efficient teaching of science; it makes no provision for the printing of "reports," absence notes, and circulars to parents, or for the posting of these. Again, teachers are expected to retail to their scholars the Queensland copy books and the School Paper, paying cash to the Government printer and getting paid as best they can. It is hoped that an adequate grant will be made for the full equipment of every school, and to relieve teachers of the obligation to raise money by means that would impose an unfair tax on their energy.

CAPE OF GOOD HOPE.

Economy. The Cape of Good Hope is among the States minded to retrench expenditure. Dealing with appointments of teachers in the new year the *Education Gazette* says that in view of the continued and impera-

tive necessity for rigid economy in administration, no increase of salary may be offered or granted; and it should be the aim of all School Boards in filling vacancies as far as possible to reduce the salary offered to the recognized minimum for the post, without regard to what the outgoing teacher has been paid. Further, the Education Department will control, even more stringently than in the past, the transfer of teachers, where this might mean an increase of expenditure at the cost of the efficiency of a school.

A Cookery Teachers' Course will begin on January 31. Only a strictly limited number of candidates will be accepted, who must hold the Third-Class Teachers' Certificate and be twenty-one years of age by the end of the year in which they take the examination. The fee for the year's course is £20. One exempting scholarship will be offered, the successful candidate being required to teach for two years in State-aided schools of the Province. Scholar in Cookery—it is a pleasant title.

EAST AFRICA.

Events may presently turn attention to East Africa. An "Imperial Conference Paper" recently issued provides information about a little known region.

The Land.

The 150,000 square miles of the Protectorate lie entirely under a tropical sun; yet few countries can show so great a variety of altitude, vegetation, and climate. The coast lands are fertile, yielding in great abundance rubber, cotton, and mangrove bark; moreover, with irrigation and the employment of capital, the banks of the Rivers Juba and Tana will be converted into highly productive cotton-fields. The low-lying belt inland from the coast is unhealthy, but is occupied for the sake of indigenous fibre and rubber. The heart of the country is a highland region with various products: European cereals thrive well and dairy-farming is carried on, whilst coffee-planting, especially around Nairobi, is a profitable industry. From the highland region the land descends towards Lake Victoria Nyanza, and here the natives are, for the most part, the cultivators of the soil, growing linseed, simsim, maize, and cotton.

The Portuguese, at the end of the fifteenth century, when Vasco da Gama arrived at Mombasa, were the first European settlers. Their domination was supplanted by that of the Arabs. Then from the

The People.

eighteenth century onward British warships would appear on the coast, protecting the commerce that sprang up with India and Europe, or suppressing the slave trade. The Anglo-German agreement of 1886 drew the border line between English and German spheres of influence, and nine years later the Imperial Government took over the control of the English area from the Company formed at first to develop it. Indians had been coming, to trade or in connexion with the building of a railway from Mombasa to Lake Victoria Nyanza. Again, the early days of the Protectorate saw a large influx of Boer settlers from South Africa—with a keen eye for the good high-lying pastoral land. And through all these historical changes Arabs maintained themselves in coast settlements, founded in remote times. So come, Europeans, Boers, Indians, Arabs dwell now amid native tribes: the Wa-nyika and the Wa-taita, the Wa-kamba, great warriors, and many others of whom time would fail us to tell.

The chief school for Europeans is at Nairobi, the capital. The Boers on the Uasin Gishu plateau have farm schools of the South African type. Schools for Indians have been established both at Nairobi

Education; the Schools.

and at Mombasa; a school for Arabs, at the latter town. The education of the natives, difficult by reason of stubborn traditions and tribal differences, is carried on mostly by the Missions, aided by the Government unless the instruction given be the purely literary. But the warlike Wa-kamba will hear nought of missionaries; and for them the Government is opening a large school in the Machakos district. Their bent is towards skilled labour.

All the schools are elementary, and all co-educational. The medium of instruction is English, alike in European and in Indian schools. But both Government and the Missions now apply a rule of beneficent effect—that when children know little or no English, the mother tongue shall be freely used for at least the first two years of instruction. No native child is allowed to learn English unless he intends to become an interpreter, a clerk, or a printer, or shows signs of unusual ability. This restriction is part of the general policy that is being adopted. The Protectorate is a new and purely agricultural country. It needs for its development men adapted to their special environment, and into such men children who have received a mere literary training will not grow. Nor would a large

class of English-speaking natives looking to the towns as centres of industry make for the welfare of the State. Reading, writing, and arithmetic, it is laid down, are to be taught in the schools as necessary instruments, not as ends in themselves. Health of body, strength of character, skill to deal with the actual surroundings—these are the fruits that education in East Africa must bear.

PRIZE COMPETITIONS.

The Translation Prize for December is awarded to "Holly." *Proxime accesserunt* "Yemen," "Agricola."

The winner of the Translation Prize for November is J. W. E. Pearce, Esq., Merton Court School, Sidcup, Kent.

"Wir sind am Ziel! hier setzt die Bahre hin,
In diesem Wäldchen ward ich todeswund,
Hier sah mein Aug' die stolzen Feinde fliehn,
Hier will ich sterben, hier auf diesem Grund.

Als wir hier fochten die Verzweigungsschlacht,
Da waren diese Erlen unbelaubt!
Nun ist hier grüne, duft'ge Maiennacht,
Und wie ein Dom wölbt sich's ob meinem Haupt.

Als wir hier fochten die Verzweigungsschlacht,
Da war der Feind ein furchtbar zahllos Heer;
Nun ist gebrochen seine stolze Macht,
Und seine Leichen liegen dicht umher.

Als wir hier fochten die Verzweigungsschlacht,
War zwischen Knechtschaft nur die Wahl und Tod;
Nun ist der Freiheit Feiertag erwacht,
Und blutig glüht, doch schön, sein Morgenroth.

Und ihr, geliebte Kinder um mich her,
Vernehmt nur eures Vaters Testament!
Der Athem stockt, die Zunge wird mir schwer,
Eis sind die Glieder, bis auf's Herz — das brennt!

Ihr, meine Söhne, sollt die Erben sein
Von diesem Blut, geflossen für mein Land;
Ich einer sterb', ihr zween füllt die Reihn,
Und stehen sollt ihr, wie eu'r Vater stand;

Und fallen, so wie euer Vater fiel,
Und fechten, bis ihr wund seid Glied bei Glied;
Nicht sollt ihr weichen von dem behren Ziel,
Bis eurer Heimath Schicksal sich entschied.

Noch lebt der alte Gott! — die Stimme bebt,
Es starb der Held! — Da weht's wie Blumenduft,
Da rauscht der Wald und durch die Erlen schwebt
Ein weisser Adler in die höchste Luft.

By the PRIZE EDITOR.

Set down the litter! We have reached the bourne.

Here in this wood my mortal wound I got;
Here with mine eyes I saw the proud foe turn;
Here would I die upon the very spot.

That winter day we fought the desperate fight,
Leafless and bare those alders round me spread;
Now as I breathe the balm of this May night
They weave a dome of verdure o'er my head.

That winter day we fought the desperate fight
'Gainst foes innumerable as the waves;
Now spent and shattered is their towering might,
And all around us lie the unnumbered graves.

For us who that day fought the desperate fight
There was no choice; 'twas death or slavery.
Now the first gleams of Freedom glad our sight,
And fair, though blood stained, glows the Eastern sky.

And ye, my children dear, who round me press,
Mark well your sire's last testament and will;
My breath is scant, my voice grows less and less,
My limbs are ice, my heart alone burns still.

Ye are my heirs, and in your veins there runs
The blood your father for our country shed.
This heritage I leave you, my two sons,
Stand in the gap and battle in my stead;

And fall as fell your sire, if heaven so will,
 Though stricken, wounded to the death, like me,
 Enduring to the end, pursuing till
 The goal is won, our land again is free.
 God lives, our fathers' God—The accents failed,
 The hero passed; a breath of flowers blew
 From out the rustling alders, and there sailed
 A snow-white eagle soaring to the blue.

By "HOLLY."

The goal is won! Set down the bier, 'tis right;
 Here in this copse, death's shaft will I await,
 Here, where mine eyes saw the proud foe in flight,
 Here will I die, here meet the stroke of fate.
 When we fought here the battle of Despair,
 These alders bare and leafless branches spread,
 Now in this night of May, fragrant and fair,
 A vaulted dome shows green above my head.
 When we fought here the battle of Despair,
 Then was the foe a host, countless and dread;
 Now is his proud might shattered everywhere,
 And thick around his warriors lie dead.
 When we fought here the battle of Despair,
 Then 'twas to be a slave or face death's doom:
 Now Freedom's festal day awakes, and fair,
 Though red with blood, its dawn breaks on the gloom.
 And you, dear children, this my testament,
 Your father bids you take now in his name:
 My lips scarce move, my breath is well-nigh spent,
 My limbs are ice, my heart alone is flame.
 You, my dear sons, are heirs by this my will
 Of blood shed for my own dear Fatherland:
 I die—but *one*—you *two* the ranks shall fill,
 And as your father stood so you shall stand;
 And fall as fell your father, flinching not,
 And fight till strength shall fail you, wounded sore,
 Nor waver in your holy task one jot
 Till your land's free, or sinks for evermore!
 God still lives as of old—His voice has failed.
 The Hero dies! A breath of flowers sweet
 Came, and a rustling through the trees, there sailed
 An eagle white towards Heaven on pinions fleet.

We classify the fifty-two versions received as follows:—

First Class.—Agricola, Holly, Pro Patria, D.S.C., Yemen, Dora.

Second Class.—H.K., Santa Barbara, Try Again, C. Berkeley Margetts, Schattenlos, Desdichado, Senior, Pax, W. M. Gillard, Chislehurst, Valkyrie.

Third Class.—M.S.W., H.B.K., Noël, K.A.W., M.J.R., Clytie, Hoffnung, Y.M.N., Chris, Tityrus.

Fourth Class.—Medehamstead, E.D., Bethöe Angliae, Musica, Brünhilde, C.D.S., Wattle, Jane, Colly, Sona, Ulrich, Hilda, A.R.O., N.C., Trenches.

Fifth Class.—M.Y., Chart, Undine, A.B.A., S.V., Nil., P.S.A., Lis, Twabla, U.V., Dumdum, Wil.

The German lyric needs little comment. Zedlitz had himself fought in the campaign of 1809, but he was a man of letters, not a patriot, and his lines have not the true ring of Arndt's or Körner's. A prose version could not aspire above a third class. *Bahre* must be a litter, not a bier. *Grüne* is hard to express, and the epithet had best be transferred to the next line. "Canopy," "aisle," "arch" are all inadequate for *Dom*, and miss the dim religious light of a cathedral. So "his corpses strew the ground" will not stand. It is "the grassy barrows of the dead," or rather the hillocks that mark their graves, that he sees. *Nocht lebt der alte Gott*. Pippa's "God's in his heaven" might serve.

A Prize of Two Guineas is offered for the best translation of the following passage from Victor Hugo's "France et Belgique":—

Une heure après, toujours par le sentier tortueux de la falaise, j'approchais du Bourg-d'Ault, but principal de ma course. A un détour du sentier, je me suis trouvé tout à coup dans un champ de blé situé sur le haut de la falaise et qu'on achevait de moissonner.

Comme les fleurs d'avril sont venues en juin cette année, les épis de juillet se coupent en septembre. Mais mon champ était délicieux, tout petit, tout étroit, tout escarpé, bordé de haies et portant à son sommet l'océan. Te figures-tu cela? vingt perches de terre pour base, et l'océan posé dessus. Au rez-de-chaussée des faucheurs, des glaneuses, de bons paysans tranquilles occupés à engerber leur blé, au premier étage la mer, et tout en haut, sur le toit, une douzaine de bateaux pêcheurs à l'ancre et jetant leurs filets. Je n'ai jamais vu de jeu de la perspective qui fût plus étrange. Les gerbes faites étaient posées debout sur le sol, si bien que pour le regard leur tête blonde entraînait dans le bleu de la mer. A la ligne extrême du champ une pauvre vache insouciant se dessinait paisiblement sur ce fond magnifique. Tout cela était serein et doux, cette églogue faisait bon ménage avec cette épopée. Rien de plus frappant, à mon sens, rien de plus philosophique que ces sillons sous ces vagues, que ces gerbes sous ces navires, que cette moisson sous cette pêche. Hasard singulier qui superposait les uns aux autres, pour faire rêver le passant, les laboureurs de la terre et les laboureurs de l'eau.

Au sortir de ce champ, la scène changeait encore. Le ravin où je marchais se fermait d'un côté, se déchirait brusquement de l'autre, et je ne voyais plus que la terre, la riche terre de Normandie, les plaines à perte de vue que termine un liseré violet, et au loin les têtes rondes des pommiers. Car c'est encore là une de ces harmonies qu'on rencontre partout à chaque pas, le pommier est une pomme. La forme du poirier s'allonge un peu.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

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NORTHAMPTON POLYTECHNIC INSTITUTE.—Prize Distribution took place on December 18. The Principal's Report this year was of special interest as showing how the War had changed, but by no means abated, the work of a great London Polytechnic. At the end of the present session, when enrolments were made up, it was found that in the total number of students there had been a decrease of some 350 (1,748 against 2,101). The day classes of the Engineering Day College began with a record entry, but so many students in the second, third, and fourth year classes either obtained commissions or engagements in other urgent war work that one of the sections ceased to exist, and the others were greatly reduced. In the evening classes the effects of the War were more apparent, the decrease in numbers due to this cause is estimated at 25 per cent., and the average number of hours worked by each student fell from seventy to forty-eight. Against this is to be set the fact that the Principal was able to place without payment of premiums the whole of the second and third year engineering students in commercial workshops, and that the technical optics classes have again received substantial support from the Optical Society, and form a nucleus for supplying a serious national defect that the War has revealed. The number of students who have obtained the certificate of the St. John's Ambulance Association has trebled, and many of them are now on active service or helping the hospitals after working hours. The Roll of Distinction shows a total of 367 who have joined the colours, including 22 members of the staff. Over 50 have obtained commissions, 7 have fallen, and 6 have been wounded. Courses in field telegraphy, range finding, and map reading for drafts from the artillery divisions of the New Armies were established in May, and 897 men have already passed through these courses. The actual manufacture of munitions has been carried on by trained students since July in the workshops of the Polytechnic, and the staff has been employed in experimental work for the Government. All this labour of brain and hand has been given without charge, except for out-of-pocket expenses. The Principal might justly boast that the "Northampton" has "done its bit."

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OCCASIONAL NOTES.

OF the Conference week in 1916 we might well repeat what we wrote last February of the Conferences in 1915. There was but a slight falling off in the number of associations represented, and none in the attendance. Though the shadow of the War hung over all, yet there was no sign of lassitude or depression; no self-glorification, but a frank acknowledgment of our defects, and a stern resolve that our children shall be the last to suffer, and that, as far as in us lies, they shall be better trained and taught than their sires. There was, indeed, a demand for more practical education to meet the needs of modern life, but there was no less insistence on the necessity of a sound foundation, and a protest against the utilitarianism that looks on the humanities as an idle luxury. Teachers showed that they themselves were ready for self-sacrifice, and that, in insisting that salaries should not be lowered or the numbers in classes increased, they were concerned more for the efficiency of the teaching and the good of their scholars than for their own pockets and comfort. One serious defect remained. Primary teachers, as such, are not represented at the Imperial Institute. The great Head Masters sat apart this Christmas "on a hill retired," and again as members of the Lower House at the Guildhall, and the Head Mistresses hold their annual meeting in the summer. It should not be beyond the powers of the Registration Council to devise some remedy for this dissipation of energy.

The January Conferences.

ONE of the most striking features of the January meetings was the small part taken in the discussions by school teachers. So far as we heard, the debates were carried on principally by professors, officials, and a variety of distinguished laymen. We do not wish to depreciate the value of meetings of this kind. It is, no doubt, a great advantage to teachers to hear papers on various branches of the curriculum by those who are masters of their subjects. Such discourses freshen up minds which have perhaps grown a little dull in the atmosphere of the classroom, help to correct false ideas, and open up vistas of new information. Teachers have every reason to be grateful to the professors and others who are willing to talk to them. Yet we are surprised that schoolmasters and mistresses are content to listen, for the most part, in silence. For the professors are continually raising questions which only teachers can settle. Whether geography and history should be taught in the lower forms by the same person or by two specialists, whether Aristotle's "Ethics" forms a good basis for the discussion of moral questions with a class, how much military and naval history can be taught to boys, whether teachers should have any voice in the selection of children for special schools—these are a few examples of the questions raised, which seem to us essentially questions for the working schoolmaster and mistress.

WE are not surprised that the Board of Education have declared the Circular on Examinations to be for the present in abeyance, in so far as the proposals involve expenditure by the Board. The one point on which all the critics of the scheme were agreed was that the entire cost of the examinations should be borne by the Treasury; but, even if they had confined their demand to one-half, the result would have been the same, proposals for additional expenditure being ruled out of court. The discussion of the Circular, however, has not been in vain. A substantial agreement with the University Examining Bodies has been reached. Ten out of the seventeen professional bodies approached have consented to accept the proposed First Examination as the equivalent of their entrance examinations. The Board, on their part, have consented to modify the draft scheme. The first examination is not to be obligatory on all grant-aided schools. Group IV subjects (Handicrafts, &c.) are to be included experimentally, and a substantial representation of secondary-school teachers on the Advisory Committee is guaranteed. They further commend to the good offices of all whom it may concern the proposal for limiting external examinations to the two to be taken at sixteen and eighteen and for making the first examination a test of a general education, and the second a test of specialized knowledge.

THE influence of the Board is apparent in the new proposals for the Oxford and Cambridge Local Examinations. The subjects for the Senior Examination are arranged in groups, and candidates will be required to offer a selection representative of various branches of study. Group IV subjects are recognized as examinable possibilities, except Handicraft, which is still left out in the cold. Further, Oxford will, in doubtful cases, take the candidate's school record into consideration, and will allow schools to offer other subjects as alternative to

The Fate of Circular 849.

The "Locals."

those in the list, though at an extra fee, whilst Cambridge proposes to issue to candidates who have been three years at an approved school certificates stating the fact. Both Universities are instituting a High School Examination designed for boys and girls of eighteen years of age. The Cambridge program is not yet ready. With the Oxford scheme, just published, we shall deal next month.

DR. MERCIER, in a letter to *The Times*, discusses the relation of science to education as concerned with character, clear thinking, and knowledge of facts.

**Dr. Mercier on
Scientific
Education.**

For the first, and most important, science is of no particular value; for the second, methods of teaching are more important than the subjects taught, and he would prefer a man taught Latin and Greek on a good system to one taught chemistry and biology on a bad one. As to facts, "the superiority of science is indisputable and immense, but this is the least important part of education." What is really wanted is not so much knowledge of science as scientific knowledge—that is, knowledge which is clear, accurate, and systematic, and this may or may not be the result of the teaching of science. We welcome this protest by a distinguished physician against the aggressive demands of the scientists. We need, indeed, more science in our schools, both for its own sake and as an equipment for life; but science must know her place—not first, but second.

ON the importance of training in language Dr. Mercier speaks strongly. Clear thinking and accuracy in the use of language go together; the neglect of the

Language.

mother tongue is one of the greatest defects in our schools. What is wanted, as we have constantly urged, is that every boy and girl should be taught, at least, to write clear and straightforward English, to describe or narrate what he knows both fully and concisely, to tell a plain tale in plain language; and the fault is that this is supposed to be the business of one particular teacher, called a teacher of English, whereas it is really part of the business of every teacher.

THE *Times* advocate of universal secondary schooling has returned to the charge, without, however, adding much to what he said before. He wants to see

**Universal
Secondary
Education.**

schools divided into Preparatory, for all up to eleven, and manned by the present elementary teachers; and Secondary, for all from eleven to sixteen (the lowest leaving age being fifteen), and manned by "secondary-trained" teachers. This would mean taking the tops off the present primary schools and attaching them to the lower secondary schools. It is a scheme for and against which much may be said, but the weakness of it is that it does not go to the root of the problem. It does not face the fact that, after what we may call the stage of the three R's, ending at eleven, is passed, the question arises, What kind of education is best suited to each child? The education now given in secondary schools is not the only possible kind, and all children are not adapted for it. Many are more suited for industrial training, or agricultural, or commercial, and for these, schools giving such kinds of training, in conjunction with some general education, are required. Such schools are now being established in many places. The problem for the

teacher and administrator is to fix the age at which boys and girls should be drafted into these varied schools, and, what is still more difficult, to discover, in consultation with the parents, to which each child is to be sent. Possibly the writer includes all these forms of training under the term "secondary," but there is no hint of it in his article. His idea of the difference between elementary and secondary education is that the one is "the heaping up of knowledge as an external possession," the other "the assimilation of knowledge as part of the personality." With such a crude view we do not feel called upon to deal.

THERE is, however, just a hint of the truth in the above crude view, and that hint is contained in the word "personality." At secondary schools, speaking

**The Child as an
Individual.**

broadly, the child is a personality, and is taught and treated as such; at elementary schools, again speaking broadly, he is treated far too much as an item in a mass. This has nothing to do with the outlook and ideals of elementary and secondary teachers; it is due simply to the fact of the overwhelming size of the classes in the primary schools. Thirty children in a schoolroom are thirty separate individuals: sixty are a mass. The discussions at the January meetings did much to confirm the view, which we have always held, that the first objective of educational reformers should be the reduction in the size of the classes. Dr. Abelson, for instance, pointed out that many children of a low grade of intelligence do quite well in special schools, where they can be treated by methods appropriate to childhood. The success of the boy scout, girl guide, and similar movements, of which the Moral Education League heard so much, is due largely to the scope they give for the play of individual character. Or consider, again, the success of the Little Commonwealth. That remarkable experiment has won high praise, which it fully deserves; but it has not been sufficiently observed that there are five or six adults in the settlement looking after about forty children. Such a scale of staffing would revolutionize our elementary schools, but we fear that it is hardly practicable. Nevertheless, it is well that we should have the Little Commonwealth in our midst, as a standing object-lesson in the need for treating children as individual human beings, each with his or her separate impulses, abilities, and desires.

AN object-lesson in bureaucratic pedantry has been furnished by the Welsh Department of the Board of Education. Friars' School, Bangor, is an old endowed

**Bureaucratic
Pedantry.**

grammar school; the majority of the pupils are monoglot English boys; and the languages taught are Latin, Greek, and French. Provision is made for teaching Welsh to those who desire it, but the Head Master declares that there is no demand. But the Department have their regulation: "In districts where Welsh is spoken the language, or one of the languages other than English, should be Welsh," and it objects to the rule obtaining at the Friars' School that Welsh is taught only if it is asked for by the parent. In other words, it demands that Welsh shall be forced upon those who do not want it. Whether it is to be forced upon the whole school or upon only a portion of it is not clear; perhaps it does not much matter to the Department; their point apparently is that it must be taught to somebody. French and Welsh are at present alternatives at the school; everybody chooses French, so

that to satisfy the Authority some boys will have to give up French, which they want, and learn Welsh, which they do not want. The feeling at the meeting of the Bangor Local Governing Body, which discussed the subject, was quite clear; they were anxious that boys should have the opportunity of learning Welsh, but further they were not inclined to go. Quite rightly, as we think; why should English boys be compelled to learn Welsh merely because they live in Wales?

BODIES of teachers have been unanimous in condemning the false economy of the London Education Council. Not the least remarkable of the protests is the resolution carried almost unanimously by more than five hundred delegates from London Branches of the Workers' Educational Association, and from over two hundred organizations in the L.C.C. area, at a meeting held in the Memorial Hall, Farringdon Street. The Rev. William Temple, who presided, said that the democracy would not stand the whittling away, by any public body that pretended to represent the people, of the educational pittance that had been won by years of struggle. The resolution described the reduction of the L.C.C. Education estimate by £360,000 as a reactionary measure opposed to the interests of the nation.

FOR one economy of the L.C.C. there is some justification. They have offered "quick training for service" in infant schools to young women who have reached a tolerable standard of education. If we are driven to employ a certain number of half-trained amateurs, it is probably better to place them in infant departments than elsewhere. The amount of knowledge required by the infant-school mistress is small, and training in method, though indispensable, need not extend over a wide range of subjects. Love of children and sympathy with them is the one thing needful. How this is to be tested is not apparent. Selected candidates will receive three months' training, and will then serve for six months on probation. We are glad to see that the Council are relieving head teachers of some of their clerical duties. Of recent years these have become an increasing burden, and to those who are accustomed to go in and out of elementary schools the amount of time consumed in such matters as stock-taking is a continual source of wonder.

STRANGELY enough, it was from the *Times* pessimistic that there came a cry of exultation (in its *War and Education* Supplement of January 14) over the results of that test of character which the War has applied to the whole of our educational system. Probably four men out of every five were willing to serve in Britain's great new armies, even before Lord Derby's scheme was mooted. And they have displayed unconquerable courage in facing the most terrible engines of death that diabolic ingenuity has ever devised. It is, perhaps, well to remember that the good men of Essex, who were not lacking in courage, fell flat on their faces in front of the artillery used during the Civil War, and refused to rise for a time. The *Times* truly says that to-day "education discounted the nameless terror, belittled the moral effect, thrust the sound and shock into their true relationships. Men feared, but were able to look fear in the face." And yet teachers

said not a word of this wonderful display of courage and true self-possession. All the talk was of betterment. Minds were fixed on the weak spots of our system; and this fact is encouraging.

MR. CHAYTOR had no difficulty in obtaining the assent of the Head Masters' Association to the motion that it is inexpedient to abandon the teaching of German in schools. That the motion was well timed we have no doubt, for there has certainly been some falling off in the number, small at any time, of boys and girls learning that language. The idea of building a Chinese Wall round a great European nation, which has here and there found expression, is indeed an absurd one. Mr. Edmund Gosse, in his address to the Modern Language Association, showed that the proposal to sever all intellectual intercourse with England had not lasted long in Germany. Mr. Chaytor put the whole case in a nutshell when he said that, if German was a good subject for school study before the War, it is a good subject now. The value to European civilization of German literature and *Wissenschaft*—of the German mind, in fact—is not affected by the War, although the War has undoubtedly thrown into high relief the one-sidedness of German culture. The future of German as a commercial language may be influenced by present events, but it is by no means certain that it will be so. It is likely, however, that the demand for Spanish, Russian, and possibly Portuguese, in the business world will increase; and what seems most wanted just at present is more provision for teaching these languages, not as part of the regular curriculum, but as special subjects in schools, in evening classes, and in technical institutions.

THE discussion on Translation at the meeting of the Modern Language Association was rather a damp squib. Mr. von Glehn found little support for his method of reading French books without speaking any language but French. Those who remembered the furious battles of former meetings must have wondered what had become of the anti-translationists. Apparently translation is coming into favour again, after a brief trial of the substitutes for it. The history of the question may read teachers a lesson in the falsehood of extremes, and remind them that practical education must always be a compromise, and that the best methods are those which teacher and pupil can use best.

WE know not what weight the name will carry, but an article by Dr. Karl Muthesius in *Der deutsche Krieg* is a welcome gleam of light in the darkness. He tells us that the working classes in Germany are beginning to resent as an intolerable hardship the gulf that divides elementary and secondary schools. By their sacrifices in the War they have earned the right to higher education, and will clamour for a career open to undowered talent. Nothing could better serve the cause of freedom or hasten the downfall of a feudal monarchy more than the growth of such a true democratic spirit, and the opening of *Gymnasien* and Universities to all classes. We may dismiss as a sop to the Censor the contrast between the British Tommies who play football in their off-times and the Teuton *Krieger* who attend lectures on French and Belgian cathedrals. We wonder whether Malines and Reims are included.

THE War has stirred up public interest in history, and one of the features of the January meetings was the demand for extensions of that subject. Many modern

History.

language teachers are anxious that boys and girls should learn some European history; imperialist feeling found expression in the demand for the teaching of the history of the Empire put forward by Sir Charles Lucas and others; whilst one of the meetings of the Historical Association was devoted to naval and military history. All this presents a large problem for solution. It is evident that a program combining all these studies would be impracticable. Here, as elsewhere in education, the teacher will do well to bear in mind Burke's saying that it is no little part of wisdom to know how much evil—or ignorance—must be tolerated. Here, as elsewhere, we must be content to lay a common foundation of knowledge in the lower forms, and permit the higher forms to select some particular branch of the subject. What we should like to see done is the framing of a syllabus of that necessary common knowledge of the history of this island—by the Historical Association, possibly—with suggestions for the study of European history, universal history, or imperial history as a superstructure. Something of the kind has already been drawn up for English history by Mr. A. J. B. Green, of the Perse School, but his program, which appeared a short time ago in the *School World*, is to our thinking rather too lengthy.

KARL GRAVES, in his entertaining *Confessions of a German Spy*, pays women a left-handed compliment. Their perfect command of languages, their tact

Women as Linguists.

and adaptability, he tells us, besides other less desirable qualities, make them unapproachable as spies. Why should they not be employed, not as spies, but as detectives, by our Foreign Office and in consular offices? We are not, of course, recommending this as a new profession for women, but as showing that far more use of them should be made in the higher Civil Service.

"HOW is it that the French are actually increasing their education estimates?" We have been justly taken to task for this question asked in our December

French Schools.

Notes, but waited for the French Budget to confirm what turned out to be only the anticipation of a French authority. Meanwhile we can report that, in spite of the fact that the War has absorbed half of the male teaching staff, there has been far less dislocation or interruption than could have been anticipated in the work of the schools. In the *Lycées* the hours of work have been slightly reduced, and the curriculum has been similarly curtailed. The gaps in the staff have been filled by retired *professeurs* and in the lower classes by women. Belgians have also been employed. In village schools the class of men who are here serving as special constables have come to the rescue.

THE article by Miss Matthews comes opportunely to remind us of one use that our Museums serve, and makes us all the more regret the Government's decision to close them for the present. There may be other State reasons not revealed, but the saving effected is quite disproportionate to the loss. A few recreation rooms have been provided by private effort for the men either

Closing of Museums.

quartered in or passing through London, but these are wholly inadequate, and we want more than ever a counter-attraction to public-houses and (we may add without offence) the picture palaces. Paris is keeping all her Museums open.

LOCAL AUTHORITIES.

THE Education (Small Population Grants) Act is a minor, but none

A Useful Act.

the less welcome, instalment in the direction of reducing administrative work at this time. As Mr. Herbert Lewis, the Parliamentary Secretary to the Board, stated, in order to ascertain whether the small population grants had been earned, it has been necessary hitherto for two calculations to be made, both of which entailed a considerable amount of work in the offices of the Local Education Authorities and of the Board of Education. A further, and perhaps more important, justification for the Act is the provision in the code which requires the staff to be of a certain minimum strength before a school can benefit by the grant. Owing to the exigencies of the War, said Mr. Lewis, and the way in which teachers had responded to the call to the Colours, there was a deficiency of teachers. That difficulty must be met as best it could in all kinds of schools on the broad principle that the work must be carried on as well as possible. It was therefore necessary, in those circumstances, to relax the stringent statutory conditions attaching to small population grants.

ECONOMY is the order of the day. In those administrative areas

Economy.

where the provision hitherto has been on a generous basis and the Local Authorities have expended freely, if not lavishly, it is not difficult for estimates to be prepared which show, by comparison with other years, substantial reduction. The majority of administrative counties, however, with watchful representatives of agricultural interests upon their Councils, have always been obliged to practise economy, and therefore the task of their officials is exceptionally difficult. The main charge in all the estimates is, of course, the salaries of teachers which cannot be reduced, and, on the contrary, are automatically rising under appropriate scales. Any saving which might be anticipated owing to enlistments is, as a rule, more than counterbalanced by the salaries paid to substitutes and the allowances to those on service. It is much the same in other expenses of school maintenance. If the supply of school requisites is curtailed, the prices paid for the articles which are indispensable has advanced to an extent which nearly makes up the difference. The only material saving to be made is generally in the renovation, repair, and improvement of school buildings, and it is more than likely that economy in this direction is of the policy of the penny wise.

THE Kent Education Committee appear to have considered the

Kent.

pressing question of the reduction of expenditure with particular, if not painful, care. They point out, to begin with, that in pursuance of the Government's mandate in the autumn of 1914 to proceed energetically with all new works, the erection of two secondary schools was pushed forward. The increased cost of building in these and other cases led to an expenditure by way of concessions to contractors of about £1,450. Against any economies effected there is a prospective loss of revenue to be anticipated in the certain reduction of Government grants due to the closing of classes, the reduction in the number of pupils, and, on the elementary side, the release of children on licence for work in agriculture. Actual additions to expenditure are represented by premiums for insurance of school buildings against damage by hostile aircraft, and in the provision of window blinds to ensure compliance with the Lighting Orders. These drawbacks notwithstanding, the committee are able to make effective reductions of a considerable amount both in respect to capital and maintenance expenditure.

THE County Council of Durham, owing to the Local Government

Durham.

Board declining to sanction the application of that Authority for power to raise an additional rate for the purposes of higher education, has suspended evening-class instruction for this session. It is to be regretted that this valuable work has been interrupted, for the last report indicates that classes were conducted at a large number of centres, at which 28,803 students were registered. Since the date of the Education Act of 1902 the expenditure on "education other than elementary" has increased with somewhat abnormal rapidity. An interesting table in

the report gives the figures for each year, and the following relate to 1903-4 and 1913-14 :-

	Receipts.	Expenditure.
1903-4	£21,913	£23,575
1913-4	46,970	99,413

That is to say, the difference to be provided out of reserves or out of the county rate has increased from £1,662 to £52,443. It is pointed out that there is no fixed or satisfactory ratio between the Government grants and the amount of local contributions. The following figures forcibly emphasize this fact :-

Year ending March.	(a) Government Grant.	(b) Local contributions (Fees and Rates).	Percentages.	
	£	£	(a)	(b)
1902	19,192	230	98.8	1.2
1914	34,071	65,260	34.3	65.7

THE Education Committee for the county of Durham award a large number of junior scholarships, and for the examination held in 1915 there were 5,037 entries, 2,082 being under and 2,955 over twelve years of age.

Scholarships.

Mr. Robson, in his report, says, although it is gratifying to observe the increased interest which is apparently being taken by parents in these scholarships, judged by the steadily increasing entries year by year, very many of the candidates are put in for the examination without the slightest hope of success. Though it would be very undesirable to give the head teachers of the elementary schools authority to refuse any candidate the opportunity of competing, by withholding his or her application form, yet it would seem very desirable that parents should be encouraged voluntarily to consult head teachers as to the prospects of their children attaining scholarship standard. The examination is in two parts, written and oral, and there are, of course, separate tests for the children under twelve and those over that age.

IN the neighbouring county of Northumberland 1,117 candidates entered for the Junior Scholarships Examination, and of these 403 were classified as having reached a satisfactory standard. One of the questions in the English Composition paper required the candidate to punctuate the following sentence in two different ways so as to give it two different meanings :- "Sir Edward Grey says the Kaiser is the enemy of mankind." While this and a similar question, the examiner reports, proved quite within the ability of the brightest children, many omitted it altogether, while others wrote absolute nonsense. The candidate who offered this variation, "Sir Edward Grey says the Kaiser is a baby-killer," may be cited as typical of a considerable number who showed by their answers that they did not know what "punctuation" meant.

A REPORT on Secondary Schools and the preparatory training of teachers, for the year ended July 1915, issued by the Northumberland Committee, shows that there were 1,934 boys and girls in secondary schools, compared with 1,482 in 1911-12. Of this total 1,312 were paying the school fees and 622 holding scholarships or "free places." The schools were also educating 15 pupil teachers, 72 bursars, and 75 student teachers. In a statistical table particulars are given of the receipts and payments in connexion with the ten secondary schools for the maintenance of which the Authority is responsible. The total expenditure in six girls' schools with 645 pupils was £10,152, or £15. 14s. 9d. a head; in four boys' schools with 319 pupils £6,715 or £21. 1s. These figures include capital charges, and on maintenance only the expenditure was £12. 1s. and £14. 5s. per head for girls and boys respectively. If the expenditure on maintenance is reduced by the receipts, the cost was £3. 15s. 5d. per head for girls and £7. 5s. 4d. for boys. In these figures no credit is taken into account for the scholars holding scholarships, or occupying free places, nominated by the Authority. If, however, the schools are credited with the value of school fees in respect of such pupils, the difference between the cost of maintenance and the receipts for five girls' and two boys' schools, educating 734 pupils, amounts to only £428, or about 11s. 6d. per head.

ASSOCIATED BOARD OF THE R.A.M. AND R.C.M. : AWARD OF MEDALS.—The following candidates gained the Gold and Silver Medals offered by the Board for the highest and second highest Honours marks, respectively, in the Advanced and Intermediate Grades of the Local Centre Examinations in November-December last, the Competition being open to all candidates in the British Isles. Advanced Grade Silver Medal—Miss Elsa A. Welford, London, Pianoforte; Intermediate Grade Gold Medal—Miss Edith M. Purchase, Brighton, Singing; Intermediate Grade Silver Medal—Miss Doris H. Gamball, Liverpool, Pianoforte.

SCIENCE NOTES.

OUR condensed report of Sir Oliver Lodge's address necessarily misses the details which constitute its chief value. Sir Oliver Lodge's Address. His plea for training the average boy—or below average—on lines requiring more bodily industry and more inventiveness is not new; but it needed to be re-stated, as even now this type of work is regarded as a paragon, except in a few schools. In this connexion it is a hopeful sign that so many associations of teachers have impressed upon the Board of Education the importance of other than written work in connexion with the school examinations proposed in Circular 849. The direct appeal to Nature which Sir Oliver advocated is well understood and practised in our school Nature study; but there is usually either a bad gap between this and the formal laboratory work of the upper forms, or else the laboratory exercises of the third and fourth forms are too much occupied with practising the goose-step of determining the density of the given solid. It is possible to be academic—pedantic even—with balance and squared paper, just as with first and second aorists. Sir Oliver asks for something very different—a variety of mechanical enterprises, a cultivation of inventiveness through self-developed interests.

In other parts of the address emphasis is laid upon the advantages of reaching results by long thought and brooding. Educational v. Examination Problems. "One of the most fruitful methods of instruction I have found has been by problem—not an examination question, but an educational question. I mean a problem set, and time given for its solution." We have recently urged the point, made elsewhere in the address, that boys should know enough to recognize the planets, and be familiar with ordinary cosmical facts. Sir Oliver Lodge will find wide support in his expression of dissatisfaction with the type of instruction given in rural primary schools.

THE Science Masters have always secured a man of eminence as president, and this year Sir William Osler's brilliant discourse admirably sustained the high tradition established by his predecessors. His main subject was the importance of intensive science study at school for those boys intending to enter the medical profession. The urgent need for expanding the medical service of the country, at a time when its numbers are actually being depleted by war, is too evident to need arguing, and it gives special force to his plea. Nevertheless, the most vital feature of the meeting was the discussion on instruction in science for military purposes. An officer returned from France spoke with evident feeling on the great importance of such instruction in the schools, and stated that to his own knowledge hundreds of lives had been needlessly lost through the lack of information that should be in the possession of every officer. We may remind our readers that Sandhurst has for some years been the only great military college in the civilized world where the teaching of science is ignored, and we may add that even yet there has been no resumption of science teaching as such. Science masters in secondary schools other than those which have an army class should note that *all ranks* of our armies would benefit very greatly by some elementary knowledge of explosives, telephones, poison gases, and range-finding. The A.P.S.S.M. and its Honorary Secretary, Mr. C. L. Bryant, of Harrow, are doing a really national service in taking up this work, of which the need is painfully clamant.

MISS DURHAM addressed a large audience of the Science Teachers' Association on problems of heredity, giving a lucid account of Mendelian theory, which was illustrated with most interesting details of her own observations and experiments on colour in mice and canaries. At the close of her lecture she drew attention to the great importance of considering human inheritance from the Mendelian standpoint. With this general proposition we concur, but not with the suggestion that mathematical ability is a Mendelian character. The practical value of Miss Durham's experiments was beautifully exhibited in the new primroses which she has created with the assistance of Messrs. Veitch.

WE are glad to hear that the Science Teachers' Association has taken in hand the provision of pamphlets on recent advances written by specialists with a view to helping science teachers in schools to keep in touch with scientific progress. It should be more widely known that the society includes men as well as women. At the present time there is every indication that a strong association, uniting science teachers of different grades of schools and of both sexes, could do work

of national importance. Particulars may be obtained from Miss Stern, North London Collegiate School, Sandall Road, N.W.

A NEW Tungsten arc-lamp was recently put on the market by the Edison & Swan United Electric Co. It can now be seen burning in Victoria Street, Westminster, and promises to be the ideal lamp for lantern projection.

THE CHILD IN THE MUSEUM.

THE Christmas holidays marked the second act of an educational experiment begun in the long summer vacation, and it is not very daring to prophesy that it opens up a new vista. To many children of the less well-off classes holidays after a time mean boredom. Troops of children wander into every place of amusement and shelter that is open to them, and in picture galleries or museums, with unknown treasures around them, stroll aimlessly about or play games to the annoyance of visitors and the irritation of officials. They are in a world of interest and beauty, but their eyes have not yet been opened that they may see.

It was this that made a strong appeal to the Art Teachers' Guild. Members of the Guild, representing every branch of art, saw the garden of children running wild, and under present conditions still more wild. In this fallow soil they could at least sow the seeds that in the future might bear good fruit. They could lead the children to understand and admire the things of beauty, design, and order all round them, their place in everyday life. For this purpose the Victoria and Albert Museum was peculiarly fitting. With the hearty co-operation of the Director, Sir Cecil Smith, this enthusiastic band seized their opportunity. Volunteers came forward; they collected the wandering children, formed them into manageable groups, and invited them to go with the guides who would talk to them about many wonderful things. No one was urged to come; no one was pressed to stay. Interest was the sole spur.

By the kindness of Sir Cecil Smith, a small room was placed at the service of the Guild, and the children soon learnt that if they collected at its door someone would presently come and take charge of them. Under the guidance of the artists little bands of boys and girls and even babies who could not be left at home went off on discovery bent. Presently, before anyone was tired, pencils and paper were provided, and each was encouraged to draw any object seen. No help was given and the choice was free, and the results were often astonishingly good. Soon children came in troops. They told their friends, and officials smiled, and the hearts of Guild members and Director were glad. Peace reigned in the Museum, the peace of ordered liberty.

This first step, made in the summer, justified a further advance in the Christmas holidays. "The children have come in thousands," reports Miss Spillers, the Honorary Secretary of the Art Teachers' Guild, and the prime spirit of the movement. Helpers were drawn from a wider circle and more was attempted. One result has been the formation of the "Children's Room," which has created so much interest. Here are collected objects of special interest to children, among them dolls in typical costumes from the time of William I to Victoria; exquisite wrought-iron jewellery worn by the Prussian ladies in the Napoleonic wars, when their gold had been given to the State; and the greatest joy of all, dolls' houses, three in number, German and English, the newest a wonder with thirteen rooms, including an artist's studio, billiard room, nursery, provided with telephones and lighted with electric light. Plenty of chairs and low tables are a feature of the "Children's Room."

Every day during the holidays eager groups were led into the delightful room to study particular things and then to make pictures of them. One perhaps chose the flags of all nations, another the models of Russian costumes, and showed up very creditable drawings afterwards, and, with their strong cardboard drawing-boards and pencils and paper,

they looked very businesslike indeed. Even the babies sprawled upon the floor happy to scribble to their heart's desire.

But this was not all. The artist-guides wished the children to realize something of the production of the beautiful things they saw, and so gain a better idea of the use and meaning of design, and the relation of it all to the actual needs of daily life, and skilled workers helped to bring home practically to the little people the joy of craftsmanship. So, in another room, they were initiated into the mysteries of weaving and embroidery. They prepared real wool, wound it on a spindle, and really wove a piece of stuff. Tapestry acquired a new meaning. Little girls proudly wore bags embroidered in designs of their own invention. Little boys fell under the fascination of printing. They drew their own designs selected from good examples in the Museum, then cut them upon slabs of stout linoleum, and from these blocks printed off designs upon paper. Only those who have seen what can be done in this way, unaided, by quite small children keenly interested, can realize the real artistic feeling shown in stencilling done with colours.

Apart from the work of gathering stray children into groups, of arousing their curiosity and turning it into useful channels and so creating order and happiness of a new kind in unoccupied children, often tired and cross, an exceedingly friendly feeling grew up between guides and guided. The children talked freely with an absence of shyness. It was noticeable that the children came regularly. They were docile and even affectionate, as the set who always kissed their guide when saying goodbye. To be sent away was the only punishment. The services of the children themselves were enlisted as helpers, and boys were elected as monitors with the privilege of making themselves useful. Individual traits stood out strongly. Two tiny mites, out of their own money, gave flowers to the two ladies who had charge of them the last day in the summer holidays. Meeting again at Christmas, tiny Lily's first inquiry was: "What did you do with the flowers I gave you?" Children often set themselves difficult tasks. The round plaster casts of the sovereigns of England were by no means easy, but they attracted some. "I am drawing the Wicked King," said one boy—"Richard III. He killed the little princes in the Tower." "He does look a wicked uncle," said the grown-up, to which the sage of ten replied: "Yes, you can see that by his mouth. You can always tell what a man is by his mouth."

Where the poor child is there is always a baby, sometimes more than one. It is here that the habit of kindness comes in. "I can't have all these babies," said a perplexed lady to a child of eight in charge of three. The unfolded tale revealed a sick mother, and children packed into the streets with no one but the weary, worried little sister. Two children of the troublesome order stood by, a boy and a girl. They whispered together, then came forward. "Please, Miss, each of us will take a baby." And all were happy and good. Although the occasional and long-suffering baby is inevitable in the childish families turned adrift in holiday time to amuse themselves outside the home, the greater number varied in age from about five to thirteen. That they learnt to understand and appreciate much that they saw is evident from the work done of every kind and the intense pride that they take in it.

The work in the Christmas, as in the summer, holidays was for the whole duration of the children's time. The members of the Art Teachers' Guild and the Director of the Museum, by taking the raw material ready to their hands and using it with sympathy, are doing more than simply to inculcate the love of the beautiful, far-reaching as such efforts must be. In these times of portentous doings, when the future is big with unknown changes, with an apparent loosening of the bonds of discipline and control, when education itself is trembling in the balance, the work thus begun, carried on, at each step taking firmer and more definite form, is of incalculable value, and surely one of the noblest forms of War service.

E. C. MATTHEWS.

MORAL INSTRUCTION, HISTORY, AND LITERATURE.

By FREDERICK J. GOULD.

IT may seem a paradox if I say that these three things—namely, moral instruction, history, and literature—are fundamentally one and the same, and that it is therefore waste of time to debate the question "Cannot the principles of right conduct be taught more effectively through lessons in history and literature than through direct moral instruction?" This question has followed me, like a more or less friendly ghost, half-way round the world. In Great Britain, in the United States, and during a short official tour in the Bombay Presidency, I have, on hundreds of occasions, given direct moral instruction to classes of children, obviously and continually using history and literature for my material, and yet the inquiry has dogged my wandering steps—"Cannot the principles of right conduct be taught more effectively through lessons in history and literature than through direct moral instruction?" Not being devoid of humour, I smilingly hail the dear old conundrum whenever it presents itself. If I discuss it again at the present moment it is because I foresee that, after the War, the problem of education in general, and the moral end of education in particular, will assume the highest importance, and I would like to help in reducing the possibilities of irrelevant and useless controversy. Before entering on this brief exposition, however, I venture to affirm that, in the days to come, the artificial separation so often set up now between literature and history will disappear, and that literature, which is essentially the interpretation and æsthetic expression, in verse and prose, of contemporary life, will be mainly taught in connexion with its historical origins. Homer will be regarded as an organic part of Greek history, Dante of the Middle Ages, and Shakespeare of the Renaissance Age, and their poetry will be taken away from the formal "literature" teacher, and left as the most precious possession of the teacher of history. But I dare not dwell on this proposition just now.

The seventeenth, eighteenth, and nineteenth centuries were somewhat harsh step-mothers to moral instruction. In those times I fear that teachers of the Way of Life and the Way of Death to the young were too often what Burke would call "sophisters, economists, and calculators," who had inherited a dull, moralizing habit from medieval schoolmen and Protestant reformers. Their characteristic practice was to hurry over the biography or legend which constituted the true substance of their ethics in order to open a soul-deadening discussion on "what we may learn from the foregoing examples." Moral instruction got a bad name, and history and literature became the darlings of the philosophers who were willing to admit that the school ought to assist in the training of character. Moreover (and this I say with a trifle of hesitation), a certain type of teachers, who were not very eager to attack the central problem of conscience-building, found it convenient to shift to the muses of history and letters the responsibility of evoking an enthusiasm for the True, the Beautiful, and the Good.*

On Saturday, August 29, 1914, the Chief Rabbi of the Hebrew community in Lyons, named Abraham Bloch, was serving in the 14th Division of the French Army as an ambulance worker. He was on duty in a village in the Vosges when a German shell fell on a farmhouse in which a hundred and fifty wounded soldiers were sheltered. A fire broke out, and the patients were hurriedly rescued. At this moment a soldier, seriously injured, asked the Rabbi, whom he supposed to be a Catholic priest, to give him a crucifix to kiss. The Jewish minister, without any sign of hesitation, made immediate search, discovered a crucifix, and hastened to the

soldier's side. Having accomplished this act of charity, the Rabbi assisted another wounded soldier to a vehicle, and, while so engaged, was killed by a bursting shell.

If we tell this story to listeners aged, say, thirteen or fourteen, and if we so tell it as to throw into relief the competing motives of hereditary dissociation from the Christian faith and the desire to console affliction, we shall have employed, in effect, an example from history. If ever a poet, gifted with the vivid terseness which Leigh Hunt displayed in his *About Adhem*, transmutes this little episode into verse, we shall possess a compact piece of history and literature by means of which to convey a lesson in what is rather weakly called "religious toleration." I should prefer to say "religious generosity."

Now I regard the story just recited as a perfect specimen of the material adapted for moral instruction, and, since it includes both historical (biographical) and literary elements, the case might appear closed, and the advocates of "indirect" moral instruction by means of literature and history might score an easy triumph. "History and literature," they might say, "teem with such incidents, and what more do you want?"

In the first place, I should like to be sure that the manuals on the teacher's bookshelves did really prepare the facts of history and the treasures of prose and poetry for this high spiritual purpose. As to that, I will merely ask the reader to sample a few manuals from the nearest educational library and judge for himself.* One has to remember that a vast proportion of teachers are more dependent upon such aids than upon native insight.

In the second place, I want a very great deal more. The "more" that I want includes something exceedingly vital. This vital element is moral construction. Over and over again, to adult audiences who had just listened to a lesson of mine delivered to a class, I have affirmed, on the strength of these experiences, which they could test, that children take more pleasure in a series of stories logically connected than in a series of stories disjointed. Some day somebody will, I suppose, contradict me, but nobody has done so yet. I venture, therefore, to repeat that the human soul is fundamentally logical, that it applies logic to the moral life and ideal, and that, in children, this logical tendency is as much available for the teacher's use as it is a source of interest to the children themselves.

The isolated example, and the series of disjointed examples presented by "courses" of history and literature do not afford the exercise of the constructive faculty which young minds desire. No doubt, they do supply all that is needed for a "philosophy of history," but Hegel and Comte do not appeal to schoolchildren. Hegel and Comte took their philosophic power with them, and mastered their material for their own great ends. But with children it is not so. The teacher, choosing an idea (e.g. honesty, mercy, courage, justice, &c.) must help them to follow it through the winding maze of varied illustrations, and, because and when he does this, he employs the method of "direct" moral instruction.

The case of Rabbi Bloch might be arranged as a climax to a simple chain such as this: (1) The parable of the Good Samaritan, who ministered to a sufferer without any thought of his creed. Or one might relate the admirable legend (told by Sadi in the *Bostan*) of Abraham and the fire-worshipper. Abraham, about to repel the heretic from his table, is rebuked by the Angel of God. (2) The allegory of the Three Rings (Christianity, Judaism, and Islam) in Lessing's *Nathan der Weise*. (3) The nobleness of Rabbi Bloch.

History and literature, representative of the periods of Antiquity, Middle Ages, and the Modern Age, here contribute towards a moral construction. I do not, of course, mean that an ethical lesson, in order to be logical, must cover wide historical expanses. I only assert that psychology, including child psychology, finds this logical concatenation

* The remarks that follow illustrate moral instruction methods as applied to children up to the age of fourteen, after which period important modifications are necessary; but these cannot be here detailed.

* Let me balance this negativist criticism by a cordial recommendation of Dr. F. H. Hayward's recently issued *Lesson in Appreciation*.

natural and wholesome, and more helpful to moral thought and experience than the scattered hints of the time-table history and literature. Nor am I placing any accent on the topic just illustrated. Instead of religious generosity, let it be kindness to animals, or honour, or temperance, or what you will. Nor do I say that the logic of the constructive lesson should be announced beforehand or elaborated afterwards or emphasized by maxims. As a matter of fact, the carefully told parables and stories reveal their own logic, with the assistance of brief interpretations from the teacher and a few lines on his blackboard.

Finally, and without any attempt at comment, I will name the historical fact that, through the ages, Churches and schools of philosophy have never rested content with the narration of anecdotes and chronicles, but have sought to weld the miscellaneous presentations of Nature and life into a systematic view which makes logic an auxiliary to inspiration.

JOTTINGS.

THE REV. WILLIAM TEMPLE will give his Presidential Address to the London Centre of the Teachers' Guild, on "The Place of Education in Politics," at 9 Brunswick Square, on February 4, at 5.30 p.m. On Saturday, February 19, at 5.30 p.m., Dr. Walford Davies, Organist of the Temple Church, will give a lecture on "Music in Life and in the School."

THE Bradford Education Committee, after hearing a deputation from the Bradford Chamber of Commerce, who asked that the age of exemption for children from attendance at school be lowered from fourteen to thirteen years, declined to alter their by-laws. "Vertigina nulla retrorsum" is Bradford's motto.

Country Side Leaflets starts its second year of publication with a strong number. A new feature is "Naturalist Notes for the Month," by the editor, E. K. Robinson.

THE *Highway* opens the New Year with an admirable article, by Mr. Arnold Toynbee, on "Nationality." He examines the several tests proposed, and shows how each in turn breaks down. (1) *Language*. Trilingual Switzerland is a nation. Ireland, though its native tongue is moribund, is linked to England as Hungary is to Austria. (2) *Geography*. The same examples refute the claim. (3) *Religion*. Germany, more intricately divided than any other country between Lutherans and Catholics, is more unified as a belligerent than any other of the belligerent nations. (4) *Transition*. This in Germany is only a generation old, and, though a determining factor, is not a sure interpreter of the present reality. Thus we are driven to *Present Will* as the only test that brings nationality into relation with democracy, "will to co-operate in a common political life ascertainably existent among a given population."

THE tabular statement and analysis of the I. C. S. Examination of 1915, in the *Oxford Magazine*, fully justifies the decision of the Government to hold no competitive examination in the current year. The Magazine accepts with complacency the fact that of the sixteen successful candidates Oxford can claim only five, while Cambridge has eight. The first place was won by an external student of the University of London, and the remaining two came from Scottish Universities. The first half dozen men are well up to the usual standard, but after that there is a distinct drop in the marks. Winchester is the only Public School (with a capital P) that appears in the list.

THE Royal Society of Arts have added to the subjects of their Examinations for 1916 English for French and Belgians. A paper will be set including translation of English into French and French into English and a short essay in English. Candidates may enter either for the Elementary or the Intermediate stage. An Oral Examination will also be held. Candidates should apply for information at the Offices of the Society, John Street, Adelphi.

A CHRIST CHURCH contemporary, a friend of Dodgson, gives, in

the *Magazine*, the origin of his pen name. When questioned, he said: "You see, my Christian name is Charles, and, as *Carolus* is the Latin for Charles, I thought 'Carroll' would do very well. My name also is Lutwidge, and 'Lewis' came near enough to that."

SMALL girl, struggling with long multiplication sum: "I wish, mamma, I was a rabbit?" "Why, darling?" "Papa said they multiplied so quickly."

M. JAKES-DALCROZE is again visiting England, and will give a lecture and demonstration of Eurhythmics, on Saturday the 19th in Liverpool, and two in London during the following week.

WE welcome with the New Year a very old friend in a new shape, the *Athenaeum*, as a shilling monthly. As Mr. Edmund Gosse, who stands as sponsor, points out, there is room for a literary journal that shall deal with serious literature less ponderously than the old "three-deckers" and less casually than — (our readers may supply the blank).

REGISTRATION COUNCIL.—Some 8,000 have been added to the Register during the past year, bringing the total up to nearly 13,000. The printed Register will probably be ready by March at latest. The List of Teachers withdrawn from school work for war duties has already mounted to over 8,000. This, too, is to be published shortly. The chief subject that has engaged the attention of the new Council is the various forms of educational retrenchment proposed or adopted by School Authorities.

A TWOFOLD TALISMAN.

WOULD'ST draw down heaven
To hearts that grieve?
Believe and love,
Love and believe.
Would'st lift thine own
All grief above?
Love and believe,
Believe and love.

—JAMES RHODES.

BOOKS OF THE MONTH.

Annals.

The Writers' and Artists' Year Book, 1916. *Black*, 1s. net.
The Englishwoman's Year Book and Directory, 1916. *Black*, 2s. 6d. net.
Who's Who, 1916. *Black*, 15s. net.
Who's Who Year Book, 1916. *Black*, 1s. net.
Annual Report of the Smithsonian Institution, 1914. *Government Printing Office, Washington*.

Classics.

Caesar and the Germans. Adapted from "De Bello Gallico." Edited, with Notes, &c., by A. H. Davis, M.A. Illustrated. *Macmillan*, 1s. 6d.
Tacitus.—Agricola and Germania. Edited by J. H. Sleeman, M.A. *Cambridge University Press*.
Homer and History. By Walter Leaf. *Macmillan*, 12s. net.

Divinity.

Outlines of Scripture History. By H. C. Barnard, M.A. Illustrated. *Black*, 1s. 4d.

The Book of the Prophet Isaiah, Chapters I-XXXIX. In the Revised Version, with Notes by the Rev. J. Skinner, D.D. *Cambridge University Press*, 3s. net.

English.

- The Study of Shakespeare. By H. T. Stephenson. *Bell*, 4s. 6d. net.
- The Modern Study of Literature. By R. G. Moulton. *Cambridge University Press*, 10s. net.
- Selections from the Poems of John Keats. Edited by A. H. Thompson, M.A. *Cambridge University Press*, 2s. net.
- Shakespeare: The Winter's Tale. Edited by A. J. F. Collins, M.A. *Clive*, 2s.
- The Life and Adventures of Robinson Crusoe. Abridged and edited for Schools by J. Hutchison. *Macmillan*, 1s.
- The Peace of the Augustans: a Survey of Eighteenth Century Literature. By George Saintsbury. *Bell*, 8s. 6d. net.
- The Lay of the Last Minstrel. By Sir Walter Scott. Edited by Margaret A. Allen. *Ginn*, 1s. 6d.
- A School Manual of Shakespeare. By C. L. Thomson. *Horace Marshall*, 9d.
- The Granta Shakespeare.—Julius Caesar. Edited by J. H. Lobban, M.A. *Cambridge University Press*.
- The Dialect of Hackness. By G. H. Cowling, M.A. *Cambridge University Press*, 9s. net.
- The Spirit of Man: an Anthology in English and French from the Philosophers and Poets. Made by the Poet Laureate in 1915, and Dedicated to His Majesty the King. *Longmans*, 5s. net.

Fiction.

- These Twain. By Arnold Bennett. *Methuen*, 6s.
- Let Be. By Sybil C. Lethbridge. *Methuen*, 6s.

Geography.

- Beginners' Regional Geography: The Americas. By J. B. Reynolds, B.A. Illustrated. *Black*, 1s.
- Cambridge County Geographies: East Lothian. By T. S. Muir, M.A. 1s. 6d.
- Bacon's Contour Atlas. North Wales Edition; East Anglia Edition; South-West England Edition. Each 6d. net.
- Macmillan's Geographical Exercise Books. Key to the British Isles. With Questions by B. C. Wallis, B.Sc. 2s. 6d. net.

Gift Books.

- Four Harum-Scarums. By Brenda Girvin. Illustrated. *Wells Gardner*, 1s. 6d.
- The Sea-Kings of England. By F. J. H. Darton. *Wells Gardner*, 1s.
- John Alexander and the Little Men. By the Dowager Countess of Jersey. Illustrated. *Wells Gardner*, 1s.

History.

- The Story of Manchester. By J. F. Wood, B.A. *Laurie*, 1s. net.
- Readings from Indian History. Part I. By Ethel R. Sykes. *Christian Literary Society*, 2s. net.
- An Outline of Industrial History. By Edward Cressy. *Macmillan*, 3s. 6d.
- The Middle Period of European History. By J. H. Robinson. *Ginn*, 5s.
- A Short Ancient History. By J. Breasted. *Ginn*, 4s. 6d.
- The National History of France. The Century of the Renaissance. By Louis Batiffol. Translated from the French by Elsie Fimmimore Buckley. *Heinemann*, 7s. 6d. net.
- War and Civilization. By the Rt. Hon. J. M. Robertson, M.P. *Allen & Unwin*, 2s. 6d. net.

Horticulture.

- The Apple: a Practical Treatise dealing with the latest Modern Practices in Apple Culture. By A. E. Wilkinson. *Ginn*, 8s. 6d.

Mathematics.

- A First Course of Geometry. By Charles Davison, Sc.D. *Cambridge University Press*, 1s. 6d.
- Cambridge Tracts in Mathematics and Mathematical Physics.—No. 6: Algebraic Equations. By G. B. Mathews, F.R.S., LL.D. Second Edition. 2s. 6d. net.
- Euclid's Book on Divisions of Figures. By R. C. Archibald, Ph.D. *Cambridge University Press*, 6s. net.
- Problems on the Calculus. By David D. Leib, Ph.D. *Ginn*, 4s. 6d.

Mathematical Tables for Classroom Use. By M. Merriman. *Chapman & Hall*, 2s. 6d. net.

Mechanics.

- Textile Mechanics. By W. S. Taggart. *Routledge*, 2s. net.
- Hancock's Applied Mechanics for Engineers. By N. C. Riggs. Revised Edition. *Macmillan*, 10s. 6d. net.
- Applied Mechanics, First Year. By H. Aughtie. *Routledge*, 2s. net.

Modern Languages.

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- Deutscher Sagenschatz. Adapted and edited by F. W. Wilson, Ph.D. *Bell*, 1s.
- La Tour des Maures. Par Ernest Daudet. Adapted and edited by A. H. Wall, M.A. *Macmillan*, 2s.

Pedagogy.

- How Gertrude teaches her Children. By Johann Heinrich Pestalozzi. Translated by Lucy E. Holland and Francis C. Turner. Edited, with Notes, &c., by Ebenezer Cooke. Fifth Edition. *Allen & Unwin*, 3s. net.
- Autobiography of Friedrich Froebel. Translated and Annotated by Emilie Michaelis and H. Keatley Moore, Mus.Bac., B.A. Twelfth Edition. *Allen & Unwin*, 2s. 6d. net.
- Education and Social Progress. By Alexander Morgan, D.Sc. *Longmans*, 3s. 6d. net.
- The Dawn of Religion in the Mind of the Child. By Edith E. R. Mumford, M.A. *Longmans*, 1s. 6d. net.

Science.

- Science Progress. No. 39. *Macmillan*, 5s. net.
- Elementary Textbook of Economic Zoology and Entomology. By V. L. Kellogg and R. W. Doane. *Constable*, 6s. 6d. net.
- Organic Chemistry. By Victor von Richter. Vol. I. Chemistry of the Aliphatic Series. Newly translated and revised by Percy E. Spielmann, Ph.D. *Kegan Paul*, 21s. net.
- Exercises in Practical Physics. By Arthur Schuster, Sc.D., and Charles H. Lees, D.Sc. Fourth Edition. *Cambridge University Press*, 7s. net.
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ARMS AND THE GOWN.

By ATTESTATUS.

THE Head Master of Blundell's School stated at the recent Head Masters' Conference that "The place for the man of action was at the Front; that for the man of great literary ability was elsewhere." It is not too much to say that this was an affront to the profession of letters no less than to that of education. What would Sir Philip Sidney have said to it? Would Mr. Francis seriously have advised Rupert Brooke to have sat in his study writing sonnets while his less literary friends and contemporaries were sailing for the Dardanelles? The whole idea rests on a misconception of the function of letters, which accounts more than anything else for the low degree of literary accomplishment in the present generation. Nobody could profess to believe that literary talent, as such, could do anything definite towards winning the present War. The young man of scientific genius may make his best contribution in the laboratory, and no one will quarrel with the resolution which the Head Masters passed, recommending that he should be advised to stay there. But it is equally certain that the man of literary ability will not help the War by sitting at his desk. In fact, even in his own sphere of literary activity, he is not likely to do any good until he gets away from his desk for a while.

The idea that the man of letters, and, above all, the poet, is necessarily not a man of action is of quite modern growth. Many of the world's greatest authors have served in the field. Julius Caesar, Aeschylus, Thucydides, Cervantes, Raleigh, and Tolstoy leap to the memory. But, where they have not actually been soldiers or performed military service, they have certainly, as often as not, been men of action; they have taken part in public life of some kind or other, and have not been the long-haired recluses who now figure in illustrated interviews as types of the literary genius. This

is, after all, only what should be expected. Good literature—and, above all, good poetry—springs from experience of life; and even the more visionary writers, like Shelley, whose work is, in the nature of things, more divorced from the world of everyday life, are apt to suffer from a certain strain of unreality in their writing. The great visions of "Prometheus Unbound" would lose nothing if their author could sometimes conceive of ideal human activity as something less monotonous than always moving about in rather undefined regions in an enchanted boat. In short, literary expression has always been at its highest when literary men have been sanest and most nearly in touch with the ordinary life of the men and women around them.

Now the best service which men of letters can do at the present time is to bring literature into the sphere of reality. The armchair Tyrtaeus is no use to us. Nothing could be more contemptible than the man who sits in a well warmed room scribbling about the glories of war and its great effect on the character and soul of a nation, while others, perhaps no younger or stronger than himself, are experiencing the squalors of war in the trenches. One of the great dangers of modern war, in fact, is that for the most part the men who write about it do not take part in it. We owe the War itself largely to the silly romanticism of Teutonic professors and *littérateurs*. It was they who glorified it before the event, and if we are not careful they will be guilty of a similar perversion of truth when it is over. What we want is more of the candidness which was exemplified well the other day by an article from the trenches, published in the *Saturday Westminster Gazette*. The writer tells of the terrible death-scene of an English corporal who was lying in a corner of a trench just taken from the enemy, where every other passer-by stumbled against him. "Can't you let a poor devil die in peace?" were his last words. "After that," says the writer (I quote his words from memory), "I can have no patience with people who speak calmly of 'making war' as you might talk of 'making' tea or coffee."

Now, the position of the schoolmaster who teaches literary subjects is not far removed from that of the professional author, even if he himself does not write anything else than class manuals of history and the like. Class manuals are rarely literature, but there is no reason why they should not be so, and there would be more chance of their ranking as literature if their authors were more in touch with reality. There are very good reasons why many teachers should not join the ranks, but the worst of all reasons is that the schoolmaster is, by his calling, a man of letters rather than a man of action. In this case *cedat toga armis*. It is the only way in which the gown can hope to win any supremacy over arms, as well as to win a higher status in the eyes of the public, for somehow or other the profession must acquire a higher status if the nation is to be really educated.

There have been many just protests against the mean policy of making education the first and principal sphere of public expenditure in which economies are practised, especially where that economy takes the form of reducing the already sufficiently meagre salaries of assistant masters and mistresses. The schoolmaster loses all round. His hours are apt to become longer, his earnings to go less far. In the first respect he is on the same footing with the manual labourer, in the second with all the rest of the world. But he is worse off than any in the fact that his barely "living wage" is supplemented by no "War bonus"; it tends in fact to be pointed to as one of the national luxuries which we could afford to do without for a little. Now we know that all this springs from the fundamental disbelief of the English people in education. Here we are, obviously, in a vicious circle. The nation does not believe in the value of the schoolmaster's product and therefore it starves the schoolmaster. The product, on the other hand, is often poor because the nation does not make it worth while for the scholastic profession to improve its standard of ability. Which should be done first? Get the nation to have faith in the possibilities of education, and thus give education the opportunity of showing its best, or try to convince the

nation by good works even under the present rather desperate conditions? The latter, probably, is the only method which is practicable. The nation will not pay until it sees something worth paying for, and, just now, the example of false ideals, combined with efficient methods, given by the nation with the foremost educational reputation, has still further increased our own nation's scepticism.

The best way for the schoolmaster to justify himself in the eyes of the world is not to preach his own indispenability nor to plead that the literary man's place is elsewhere than in the field of battle, nor (as I have heard a member of the profession actually say) declare that "it is wasteful to make a schoolmaster into a subaltern; he ought to be on the staff!" It is, first, to prove himself capable of active service along with his non-scholastic fellows (many have already done so: their glory redounds to their profession no less than to their country); secondly, to direct the attention of the would-be economizers to the point where economy in education can be made, not only without loss but with actual gain—namely, by getting rid of instruction which is sheer waste. The other day a schoolmaster, who had just obtained a commission, was asked whether he was sorry to leave school. He said: "Not altogether. I am sorry to leave the boys, but I am tired of education which does not educate." He was thinking, no doubt, of instances such as occurred in a public school the other day, when, out of a Latin class of twenty-three boys, only five were able to give the Latin for "our house" correctly. The average time during which they had been "learning" Latin was found to be five and a half years.

The worst of it is that schoolmasters have too often justified this sort of thing and declared it to be necessary to mental training and the like. Can they wonder if the public considers them to be living in a world divorced from reality? When all is said and done, the English educator has the salvation of the cause of education largely in his own hands. Now is the time for him to prove his own true capacity, whether in the classroom or the trench. Even if education seems to suffer at the moment, it may win more glory hereafter. Rupert Brooke's death, though it has caused the loss of many works of genius, has enhanced the glory of letters. The schoolmaster, whether literary or otherwise, by showing himself willing to make the same sacrifice on the same terms as his fellows, can do a like service for education. Fortunately, despite the advice of Mr. Francis, he is doing it.

LANGUAGE STUDY IN SCOTLAND.

SCOTLAND maintains her supply of teachers chiefly through the Junior Student system, which annually provides about a thousand young persons, mostly girls, qualified to enter a training college. These pupils have in most cases done post-elementary work for six years, the last three of which aim at carrying on all the essential subjects "upon a broad front." The national ideal of the Scotch Education Department seems to be that teachers in elementary schools should find scope for a wide variety of talent and accomplishment. The actual result of the Junior Student system, nevertheless, is that nearly 50 per cent. of the pupils devote a very large portion of their energies to language study. No definite courses are prescribed, but the examinations cover a very wide field, and proficiency is tested in the case of English by means of one written paper occupying two and a-half hours. In the latest published report* it is stated that 48 per cent. of the successful candidates studied two or more foreign languages.

The interaction of the different languages, if we may judge from Sir John Struthers's recent report† on secondary educa-

* *Training of Teachers (Scotland): Report for 1913-14.*

† *Secondary Education (Scotland): Report for the Year 1915.*

tion, produces some dubious results. French is, of course, the most favoured choice, and certificated teachers in the shape of honours graduates seem to be fairly abundant in Scotland. But evidence accumulates to show that the efficiency of both teachers and pupils suffers from the comparative neglect of Latin. In both of the reports under reference stress is laid upon this defect. The lady in charge of the Glasgow Centre is of opinion that "at all stages of instruction beyond the junior division of a primary school the Latin-less teacher is surely an anomaly." If an anomaly means an exception to the rule, the statement ought to have been differently expressed, for the Latin-less teacher is no longer an anomaly in Scotland. The Latin-less pupils are likened by one Inspector to "straws in the stream, tossed hither and thither, dependent for the exact connotation of terms on the very insecure support of recollection and association." Sir John Struthers dwells upon this matter, and suggests as a partial remedy the systematic use of the dictionary, supplemented by some knowledge of the more important Latin roots.

The question is one that involves the co-ordination, not only of Latin with English, but also of French with Latin, of Latin with Greek, and of French with English. One Chief Examiner (name unknown) is certain that "the study of French as a chief language is directly injurious to the study of Latin; the deceptive similarity of the two languages leads to an incongruous mixture of both." He asserts that he would be surprised if statistics did not show that the combination of Higher Latin and French is as injurious to French as it certainly is to Latin. This embodies a challenge on a matter of the highest pedagogic importance: is any modern language association prepared to take up the gauntlet?

As regards Greek, Sir John Struthers greatly regrets that, except in a few schools of a special type, the old-fashioned curriculum, which had Latin for its first language and Greek for its second, with French or German coming in later as subsidiary, should be practically unknown. He thinks that Scotland is surely wide enough to have room for all. Thus we have direct testimony to the practical inelasticity of the existing Scottish system; the older, and presumably sounder, curriculum has come perilously near to extinction. Here, again, we are face to face with a problem that calls for solution; the champions of modern language teaching may well claim a hearing.

The interrelation of French and English studies is emphasized by Sir John Struthers. It is not enough that English courses should be so framed as to make advanced French easier; in many other respects collaboration between the English and the French teacher would be helpful to both, and harmful to neither. For example, "the question of translation is really to a very large extent a matter of English composition."

Both reports leave no doubt that the whole question of the simultaneous study of two foreign languages by young pupils demands careful reconsideration in Scottish schools. It is undeniable that in most cases either one language injures the other, or both languages are starved. What is the remedy? Sir John regards it as imperative that one foreign language should receive more time than the other. The less fortunate, he opines, should look to the future rather than to the immediate present; the little that is taught should nevertheless be well taught. In other words, the ideal for most schools would be two parallel courses, in one of which Latin is the main language and in the other French; and teachers are invited to frame their time-tables accordingly.

Nothing could more appositely illustrate the educational evils that result from the prevailing tyranny of the time-table, with its arbitrary divorce of kindred subjects. The drastic remedy foreshadowed by Dr. Hayward would seem to be indicated: "Possibly *subjects* and *time-tables* will have to disappear altogether—the former because they are not true units from the educational standpoint; the latter because, as means of keeping subjects apart, they make the false units falsier than ever." The whole trend of the Scottish report is to show that no language beyond the junior stage is a true unit, and that the Scottish ideal of a well-informed teacher is a sound one. On the other hand, the practice of the Department has tended

to over-exalt the narrow specialist in the secondary school, while leaving the Junior Student course a congeries of disparate units—*arena sine calce*.

The report on training colleges states that some time is now being given to the experimental study of pedagogy, and some "tendre croppes" have already appeared. But the Chief Inspector reminds the investigators that they must not be too prone to confine themselves to the more academic aspects of psychological study; the work they are expected to do must bear directly upon the schools. The useful distinction often drawn between pedagogy and applied psychology needs to be observed. The "psychology of the time-table" is a subject of inquiry that may be commended to the notice of those teachers who covet the new, and unfortunately too cheap, degree of "Master of Education." Sir John Struthers's interesting and suggestive report hints at many other questions that intimately concern the training colleges. In the accepted sense of the words, it is not at all an official report; it is mainly a thoughtful account of the difficulties that confront teachers and pupils in the endeavour to co-ordinate their school work under a system which is apt to obscure the essential unity of the educative process.

F. E. I. S.

SAFE NOVELS.

To Arms! A Novel by W. H. WILLIAMSON.
(6s. Werner Laurie.)

This is in truth a narrative of the first phase of the War as it appeared to an English officer at the front, and the framework is so slight that, were it worth while, it would be easy to divest it of the romantic setting, and reissue it as a chapter in history. The War surprises a party of holiday makers, the Van Stuytens, a rich Belgian family, Gillenstein, the typical German officer, Captain Oake, the hero of the novel, and Mary Hyde, a lovely American heiress, with whom both men are in love, and who hesitates which of the two to choose. After miraculous escapes and prodigies of valour the curtain drops on the three in a base hospital, Gillenstein a wounded prisoner, Oake a V.C., and Mary a Red Cross nurse, his affianced bride. So much for the novel *qua* novel. As for the fighting, some of the adventures, for instance, the laying and working of a field telephone, by Oake, disguised as a refugee Frenchman in an abandoned house, are told with spirit, and one side of the British Tommy—his sportsmanlike instinct, his pluck and careless courage, and his schoolboy love of chaff and practical joking—is well rendered; but it is only one side, and we are left wondering why with such an army and such foes we are still fighting. It is clear that the author is not used to arms, else he would not make Captain Oake lay about him with his sword, and such a sentence as "Mary was a little less transfixed with the skewer of atrocity than the inhabitants, and the likeness of Nero and Rome occurred to her," shows signs of haste.

JONAH AND THE WHALE.

"HOW to Jonah sounded harshish,"
Get thee up and go to Tarshish;
So before the days of Krupps
Sang the *Burschen* in their cups.
In these days of pirate Huns
Otherwise the legend runs.

When for Tarshish bound once more,
Jonah paced the Joppa shore,
Up and spake a gentle tar,

"Scuse me, Sir, outside the bar,

Just about to sail,

Lies a P. & O.;

I you there will row."

"What's her name?" "The Ancona."

"Thanks, my friend," said Jonah;

"I prefer my Whale."

REVIEWS AND MINOR NOTICES.

Elements of Geometry. Parts I-VI. By S. BARNARD, M.A., and J. M. CHILD, B.A., B.Sc. (4s. 6d. Macmillan.)

This book is interesting from more than one point of view. It is one of the best textbooks on geometry that have been published during the present century. It is the work of writers who eleven years ago gave us, perhaps somewhat hurriedly, a textbook on lines that were then new and untried. It represents the results of as many years' additional experience.

The book, when complete, will consist of eight parts. Of these, we have the first six before us. These deal with the straight line, &c., areas, the circle, the areas of rectangles, similar figures, and miscellaneous propositions. Part VII, which is in preparation, will be devoted to solid geometry; Part VIII, which is in use in MS. at Rugby, to the modern geometry of the straight line and circle up to scholarship standard. The first six parts therefore contain all that we shall have on elementary plane geometry.

The most striking point about the book is its almost complete return to Euclid. Except that the theorems are to some extent rearranged, it might be classed with one of the best editions of Euclid before the recent changes were made in the teaching of elementary mathematics. The return to Euclid is evident from the very beginning, from the statement of the axioms and postulates used, and from the method of proof of the first proposition. It is even more marked in the treatment of parallelism and in the definition of tangency. It is conspicuous in the inclusion of the propositions of Euclid's fourth book, and especially in the construction of an isosceles triangle with each angle at the base double of the third angle. Still more perhaps is it to be noticed in the retention of some of Euclid's propositions which are of little value, such as III, 23 or II, 2 and 3, the latter being merely particular cases of II, 1, and of no great use in themselves.

Some general points may be referred to before proceeding to details. The first is the treatment of hypothetical constructions. They are used indeed, but they are given as a series of postulates. This, we think, is to be regretted. It is easy to prove that a straight line must have a middle point, that an angle must have a bisector, and that a straight line may be drawn perpendicular to a given straight line. A second point is that no references are given; and this seems to us a feature to be commended, as the reasons for every step in a proof are always fully stated in words, and we have as yet no definite order of theorems such as we had when Euclid reigned supreme.

The definitions, which are very numerous, are more carefully drawn up than usual. In the parts of a book which are devoted to plane geometry, it would seem unnecessary to mention that a quadrilateral, a polygon, and a circle are plane figures. If it is necessary, then a rectilinear figure should have been similarly defined. The definition of a square is an improvement on that usually given. The only definition which seems to us a little unfortunate is that of the distance between two parallel straight lines, which assumes that this distance is constant.

With regard to the bookwork, there is little to be said. It is well set out, it is clearly written, and, with one or two exceptions, it is not too lengthy. The exercises are very numerous. There is an ample supply following the propositions and designed as direct exercises on them; there are many sets of miscellaneous exercises which are rather problems than riders, as well as frequent numerical examples. The diagrams are clearly drawn and not too large, and, being in black on a white ground, are a welcome change from those which illustrated the authors' earlier volume. We may notice that the figure of Theorem 2 (Euc. I, 14) is drawn correctly, though beginners often find that this increases the difficulty of the proof, while that of Theorem 6 (Euc. I, 27) is given as in Euclid.

In the arrangement of the theorems, there is but little difference from that in some other textbooks, except in the

early introduction of parallel lines and in the separation of some of the theorems on congruent triangles. Converse theorems are, as usual, kept together. Euclid I, 13, 14, and 15 occupy the first place, though the last theorem seems unnecessary after the statement that an angle is unaltered in magnitude when its arms are produced. As already mentioned, Euclid's definition of tangency is adopted in the text; but the proofs depending on the limit definition are also given. The theorems of Euclid's second book are proved formally, though much more briefly than in the original. Euclid's fifth and sixth theorems are retained as separate propositions, a step of which most who have taught the subject will approve.

The book as a whole is full of interest. Though in some respects a reversion to past methods, it is of course free from the chief disadvantages of Euclid's *Elements*, the rigid order and the dull long proofs. The numerical examples and practical illustrations, as well as the introduction to trigonometry, cannot fail to be of service. Looking back on the textbooks of the last twelve years, we can recall few that can contend with this in so far as geometry is taught for its educational, rather than for its practical, value.

The Art of Story-telling. By MARIE L. SHEDLOCK.
(5s. net. Murray.)

Miss Shedlock is a past master in the mystery of story-telling, an art that she has practised and lectured on for the last fifteen years, both at home and in the States. In this volume she freely imparts all the secrets of the craft for the benefit of teachers, and gives specimens both of model stories culled from various sources and of stories in the form in which she has related them to children.

The author tells us that she once meditated a learned treatise on the origin and evolution of the story, but abandoned the undertaking as beyond her powers. She has, however, in this volume not confined herself to a mere exhibition of the art, but has expounded at the same time the theory on which her practice is founded. We must determine first what our aim is, why we tell children stories, before we can decide what stories we shall choose and how we shall tell them. Of the first and chief object as here laid down, there will be little dispute: "to give children dramatic joy, for which they have a natural craving." Here "dramatic" must, of course, be taken in its original sense, so as to include all narratives of action, the dramatic lyric, the myth, the *saga*, the *Märchen*, the ballad. As with the race, so with the child of to-day, the drama proper, tragedy and comedy, was a later development, and the generation that were enthralled by the "tale of Troy divine," as told in *The Iliad* or *The Odyssey*, could not have appreciated *The Agamemnon* or *Oedipus Tyrannus*. What Miss Shedlock really means, and rightly insists upon, is that the story satisfies a natural and healthy instinct of the child, his love of action and hearing of action, that it opens magic windows, that its primary object is to delight, and that all else is a secondary consideration. In fact, we should go further than the author, who quotes, as summarizing her doctrine, the famous passage from Sidney's *Defense of Poesy*, of the poet who, pretending only to charm the young and old, "doth intend the winning of the mind from wickedness to virtue," against which we should set Tennyson's epilogue to *The Sleeping Beauty*:

So, Lady Flora, take my lay,
And, if you find no moral there,
Go, look in any glass and say,
What moral is in being fair;
And to what uses shall we put
The wildweed-flower that simply blows?
And is there any moral shut
Within the bosom of the rose?

In satirizing the apologue or moral tale, with the moral writ large, Miss Shedlock is flogging a dead horse; but she still insists that the story-teller should have a moral lesson in view, though this should not be apparent at the time to his audience. Thus, she quotes an idiotic story of a girl who falls down a steep bank while reaching over to pick a wild flower, and is

nearly drowned, with the moral that one step in sinful indulgence may lead to the Gulf of Perdition; but she is careful to add: "To-day the teacher would commend Jane for a laudable interest in botany, but might add a word of caution about choosing inclined planes as a hunting-ground for specimens, and a popular lucid explanation of the inexorable law of gravity."

To cultivate a sense of humour is given as the second object; we should be inclined to assign to this a very subordinate place. A sense of humour comes late, if at all; and it is only humour in its broadest and most primitive forms that will appeal to the ordinary child. He will enjoy Noman blinding the drunken Polyphemus just as he enjoys the clown and the red-hot poker; but the humour of Shakespeare's Poor Tom or Sterne's Uncle Toby will leave him cold; and, as the author warns teachers, the cheap wit of *Funny Folk* is not to be encouraged.

We are conscious throughout that Miss Shedlock's children's stories have paid a double debt, and served both for classes of children and adult audiences. She insists too much on the action and delivery of a trained artist, and too little on naturalness and simplicity. To become a story-teller presupposes a natural gift or aptitude besides a love and understanding of children, and it is not every kindergarten teacher who should attempt it.

At the same time, we must strongly deprecate Miss Shedlock's anticipation of the specialist story-teller—an itinerant rhapsodist or minstrel who pays periodic visits to schools, and is to the children as impersonal as any actor or lecturer. There is no need, as the author insists, for the story to be correlated with the other subjects taught, but it is essential that the teller should be intimate with the class in order to suit her story to their intelligence and interests, and also to enable her to gauge the impressions and effects of the story.

The bibliography at the end, culled mostly from American sources, is not well arranged, and will not be of much service to English readers.

The Principles of Understanding. By HENRY STURT.
(5s. Cambridge University Press.)

The sub-title explains that this book is an introduction to logic from the standpoint of personal idealism. Starting with the thesis that "Logic is pre-eminently a study of the actual," it is not surprising that Mr. Sturt departs considerably from the traditional conception of a treatise on logic. The book is, in fact, much more psychological than logical in respect of subject-matter. We may say at once that we are in cordial agreement both with his point of view and with the great majority of his conclusions, so we shall not be misunderstood when we find fault with several features of the work. It is long since we have come across such a fatiguing pertinacity in redefining recognized technical terms. There is a curious contrast between the breezy freshness of Mr. Sturt's subject-matter, point of view, and illustrations, on the one hand, and his merciless constraint of vocabulary, on the other. No doubt the *distinguo* attitude has something to be said in its favour, but surely clearness could be attained without such drastic changes as keep the reader continually on the tenter-hooks lest he should understand an ordinary technical term in its ordinary technical sense. "Understanding" itself is used in the sense of "knowledge," "perception" is limited to mean "the cognition of situations," "intrinsic quality" is made equivalent to "suchness," and "passion" is "our tendency to respond to any sort of motive which makes call upon our personal energy. Passion is 'what we exhibit when we are eager, whether to pursue or to get away.'" So "judgment" becomes "an act of noetic synthesis in combination with a passionnal interest, supported and rendered intelligible by connexion with a wider synthesis and interest." Speaking generally, Mr. Sturt is consistent in his use of his formidable revised vocabulary, but he occasionally uses one of the terms in its ordinarily accepted sense, as when he maintains that "the doctrine that passion is the enemy of reason" is a fallacy.

The great merit of the book is that within the 299 pages of text it presents a clear and original synthesis of all that is

best in current psychology. Starting from the doctrine of noesis elaborated in Stout's *Analytical Psychology*, Mr. Sturt works in most of what is valuable in Mr. William Macdougall's contribution in *Social Psychology*, and does not neglect what the Austrian school of psychologists has to say. It is not to be supposed that our author merely accepts and rearranges: he is severely critical in his treatment of the work of his predecessors, in many cases greatly improving what they have done. Above all, he works up into an organic whole the more or less disparate contributions already made to his subject. He has hit upon a central idea that unifies views that have hitherto been treated as mutually exclusive. Setting out with the principle that all mental process is purposive, and that the affective elements—what he calls the passionnal—supply the motive force, he is able to build up a system that is highly satisfactory from the general point of view, and of special value to the teacher. For the reader cannot fail to see that Mr. Sturt has a keen interest in education. He is not always complimentary to our profession. He has a wholesome dislike for other people's pedantry, points out in one place that teachers are inordinately averse to change, and in another devotes a whole page to an attractive description of their inherent tendency to destroy originality. All the same he understands our problems and our difficulties, and makes valuable suggestions for our guidance. We do not think that the author of *The Logical Bases of Education* would give the answer Mr. Sturt obviously expects to the question: "What educator who professes to train the understanding makes appeal to Logic?" But when it comes to the correlation between character and fallacies, the teacher feels that the profession is coming into its own. No doubt those critics who enjoy pointing out how educational theories gain a reputation in direct ratio to the degree in which they flatter the teacher, by laying stress on the power he has of influencing the character of the pupil, will be eager to point the finger at Mr. Sturt, but the intelligent teacher will be glad to buy wisdom from the book even at the price of a rebuke from such pessimistic critics. For our author is eminently hopeful in his outlook. His philosophy is encouraging. He warns us at intervals of the dangers of material illustrations of spiritual process, and occasionally he falls into the trap against which he warns himself; but generally speaking his illustrations really do cast light upon the dark places where they are introduced, and in many cases, as for instance the Brownies on page 141, they give a word of comfort as well. Probably Mr. Sturt's theory of cosmothesis is the most significant thing in the book, and with this theory the teacher may well rest content. It supplies him with an admirable working hypothesis for his professional guidance.

The Spirit of Man. An Anthology in English and French from the Philosophers and Poets made by the POET LAUREATE in 1915. (5s. net. Longmans.)

More anthologies have already appeared in the first fifteen years of this century than in the fifty preceding years, and among the anthologists are numbered authors no less distinguished than W. E. Henley, Sir Henry Newbolt, and Sir Arthur Quiller-Couch; but, to use a much abused term, the Anthology before us is unique. It does not profess to have gathered together all the best illustrations of his theme in poetry and prose known to the editor. "Whatever merit or attractive quality it may have will lie in its being the work of one mind at one time." As such it will be an invaluable document for future historians of English literature to consult, an unconscious autobiography revealing the mind and art of the Poet Laureate even more intimately than his own poems.

The first feature that strikes us is the independence, we had almost said the arbitrariness, of the maker. He chooses what has pleased himself, not what will please his readers. For popularity he cares no more than did Landor. He begins with a translation of Spinoza, and ends with one of the Salisbury Antiphons. He sets at nought all the accepted canons of the anthologists, quotes a stanza or two of a short lyric and the sextet of a sonnet: the longest extract in the volume is a translation from the sixth *Aeneid* in Mr.

Bridges' experimental quantitative hexameters, and the only original poem he admits is an experiment in scazons. (We wonder how many scholars would discover for themselves the metre.) Gray's *Elegy* is one of the few hackneyed poems admitted. Apparently for the sake of an amended edition six stanza are omitted, and the rejected "redbreast" stanza is reinstated at the end. ("Winds slowly," in l. 2, should not have been allowed to pass.) An English Anthology is the last place where one expects to find a corrupt passage from Aristotle's *Metaphysics*, interpreted as "the one original foundation of the Christian doctrine [of the Johannine Logos]."

These are idiosyncrasies, and it is of more interest to note which are Mr. Bridges' favourite poets. The rough test of frequency gives the following order: Shelley, Shakespeare, Milton, Keats, Wordsworth, Blake; but, to judge by the space allotted, Milton would be *facile princeps*. Of Browning, Swinburne, Rossetti, there is not a line.

Spirituality is the basis and foundation of human life, and the proper work of the philosopher, the poet, and the artist is to interpret the world of matter in the language of the spirit. Mr. Bridges is catholic in his tastes, and he includes among the "spiritualists" Aristotle and Spinoza, Homer and Virgil, Ronsard and Villon, but we may doubt whether he "would admit of his crew" Victor Hugo and Walt Whitman. He is a poet of contemplation, not of action, and what most attracts him is medieval mysticism tempered by "the beauty which was Greece."

But for the preface, none would have discovered that the anthology was written in war time, and, indeed, provoked by the War; yet this tells us that Mr. Bridges is no Vigny in his ivory tower. He feels as acutely as any the present tribulation and the conflict between light and darkness; he bids us possess our souls in patience, confident that in the end the spirit of man must triumph over the world and fleshly lusts.

Stanford's Compendium of Geography and Travel. New Issue. Vol I: *North America*. Edited by HENRY M. AMI. Second Edition revised. (15s. net.)

In no region of the globe have such changes, political and economic, taken place since the last edition of *Stanford's Compendium* was published in 1897 as has British North America, and in particular Canada, nor anywhere has the geographical and geological survey of the country made such rapid strides. A few facts will bring this home. The census of 1901 gave the population of British Columbia in round figures at 178,000; that of 1911 at 392,000. In the same period the population of Victoria had risen from 20,000 to 31,000, and it is now estimated at 40,000. In 1791 Captain Vancouver discovered that Vancouver was an island. The site of the city that bears his name was staked out in 1842, but it does not appear in the census of 1881, when it was still virgin forest with a few squatters' clearings. Ten years later it had a population of 13,000, and twenty years later of 100,000, and it is now estimated at 160,000. Only the discovery of goldfields or a great railway company can work such marvels. In 1897 one half at least of the million square miles of Canada were still a *terra incognita*, unknown save to the trapper and stray squatter. These since have been explored by the Government Geodetic Survey and mapped out, and all this information has been used and incorporated in an accessible and readable form by Mr. Ami.

The editor, wisely no doubt, makes no reference to the War, though it has already, by diverting its commerce and stopping immigration, profoundly affected the economic conditions of Canada. Whatever the end may be, it will make a new world, and our geographies as well as our histories will have to be rewritten—or at least re-edited. Who can estimate the results of prohibitive tariffs between Canada and Germany, or of the Panama Canal, which will lessen the distance between Vancouver and Liverpool by 6,000 miles? Meanwhile we have to thank Mr. Ami for a complete and accurate survey of the physical and political geography of Canada and Newfoundland, well provided with maps and other illustrations.

Notae Latinae. An account of abbreviation in Latin MSS. Minuscle Period, circa 700–850. By W. M. LINDSAY, F.B.A., Corresponding Member of the Institute of France, Sanders Reader in Palaeography in the University of Cambridge, 1910, Professor of Humanity in the University of St. Andrews. (21s. net. Cambridge University Press.)

Following in the steps of the illustrious Traube, to whose memory the book is dedicated, St Andrews' eminent Latinist and Palaeographer has produced a work which it is easier to praise than to review. In previous publications, as in the St. Andrews University series and elsewhere, Prof. Lindsay had given indications of the recent bent of his studies, and this volume contains the results of his examination of well over a thousand Latin manuscripts in this country and abroad, the catalogue and account of which fill fifty octavo pages. It may be truly said to mark an epoch in palaeographical research and will prove a veritable treasure-house not only to those who wish to study scientifically the characters and affinities of medieval manuscripts, but to those who desire to proceed methodically in the reconstitution of Latin texts. The outward form of the book is that of a dictionary. After a brief introduction on abbreviation in general, the abbreviated words are given in alphabetical order in three chapters under the headings of "Notae Communes," "Nomina Sacra," and "Notae Juris" to which last is added a list of "capricious abbreviations." We congratulate the University of Cambridge on having secured this work for a place among its publications.

"New Art Library."—*The Artistic Anatomy of Trees.*

By REX VICAT COLE. (7s. 6d. net. Seeley.)

This volume should appeal not only to the art student, but also to the teacher of botany. Mr. Vicat Cole is the son of the famous R.A. and himself a distinguished artist, as the illustrations prove, and a teacher of art. He shows the pupil what to look for and how to set to work, and he does it.

The volume begins with thirty-six full-page reproductions of landscapes by masters of the art: Giorgione, Rembrandt, Hobbema, Gainsborough, Turner, down to still living artists, G. Clausen and David Murray, and the text points out what these painters intended and how their object is effected. Trees are studied strictly from the artist's point of view; but, just as a figure painter must know something of anatomy, so a landscape painter will be greatly helped, even if it is not indispensable to his art, by a knowledge of the structure and growth of trees. The careful diagrams in the text and line-drawings of buds, leaves, blossoms, and fruit will serve the botany teacher no less than the art master. The book is both a *livre de luxe* and an ideal manual for the art student.

Infant Mortality. By HUGH T. ASHBY, M.D. (10s. 6d. net. Cambridge University Press.)

Dr. Ashby has contributed a useful volume to the literature of infant mortality, of especial value to the school nurse and social visitor, who must be conversant with the leading facts and principles that modern research has yielded, if they are to carry out their important work, in conjunction with the doctor, with intelligence and hygienic knowledge. The author's wide experience as a doctor in the poorer districts of Manchester and Salford enables him to speak with practical knowledge of the social conditions and phenomena under which the poor live; and differentiates this manual from the works that encumber the library shelves, wherein facts obtained at second hand or imperfectly observed, or obscured by biased theories and views, serve to bewilder rather than enlighten the inquirer. Dr. Ashby's inferences and conclusions upon the highly controversial subject of married women in the labour market, are, on the whole, those adopted by persons able to regard the problem in its right relationship and proportion to the fundamental service of woman to society, and who are neither feminist nor anti-feminist. It is proved beyond question, as shown not only by statistics, which must of course be used with the greatest caution, but by the observation and experience of everyone who fairly studies the home where the mother is an habitual wage-earner, and the home where the man is the exclusive earner and the woman the spender and conservator, the latter is not only overwhelmingly advantageous from the domestic standpoint, but also from that

of the nation's well-being. We believe that those who have closely and intimately studied the domestic and social life of the working classes, will go further than the author in an insistence upon the imperative necessity of the mother's services and functions being solely devoted to the home, and not merely for a few months before and after the birth of the child. The author in the chapter, "Why it is that the Married Women go out to Work," expresses the fear that legislation prohibiting this work would result in there being greater poverty in the home, the mother's earnings (he says in another chapter) "enabling the family and herself to live more comfortably."

Now we venture to ask Dr. Ashby to compare the conditions, even as regards actual food and material comfort of the family, where the mother goes out to work, and that in which the family depends solely upon the man's earnings, presumably in each case twenty-five shillings weekly. Assume the mother in the one case earns an extra ten shillings a week. Out of this she has to pay for the infant to be boarded daily at a crèche. This will probably mean taking off one shilling and sixpence. She herself having no time to see to the two other children will give a neighbour something, usually sixpence a week, to "see to their dinner," or failing this, the children will get their own dinner with a penny or two-pence a day in lieu of pudding. In place of utilizing every scrap of food and of buying the cheaper portions of meat and fish, and converting them into wholesome dishes of the most economical kind, adding thereto, at very little cost but a good deal of labour and skill, nourishing vegetable soups, puddings, and the like, the exhausted wage-getting mother must rely upon the costly, poisonous, innutritious tinned foods. The consumption of these tinned foods upon which the wage-earning absentee must rely is simply enormous, and there is, unfortunately, scarcely a village to which they have not penetrated.

Other chapters deal in the most practical fashion with the causes that constitute infant mortality, the steps that should be taken to prevent it, the establishment of centres for mothers, and one specially to be recommended to educationists, "The Education of Girls in Domestic Science." The education of girls in all social ranks in their special and peculiar province of, for what may be called in lieu of a better word, "Home Craftsmanship," is one of the most serious of modern questions.

The Law relating to the Child: Its Protection, Education, and Employment. By ROBERT WOLSTENHOLME HOLLAND. (5s. net. Pitman.)

This is a book that every head teacher in the elementary schools should possess. It gathers together in a clear and concise form much valuable legal information about which teachers at present are ignorant or uncertain.

Fatigue. By A. MOSSO. Translated by MARGARET DRUMMOND and Prof. W. B. DRUMMOND. (2s. 6d. net. Allen.)

We are glad to note the new cheap edition of this translation, which first appeared in 1903.

A Short Historical Latin Grammar. By W. M. LINDSAY, M.A., Fellow of Jesus College, Oxford. Second Edition. (5s. 6d. Clarendon Press.)

Students and teachers of Latin philology will welcome the re-appearance of Prof. Lindsay's *Short Historical Grammar of Latin*—a useful elementary manual, which has been out of print for many years. There are few changes in the book, nor does the new edition of Sommer's *Handbuch* (1914) appear to have been utilized for the revision. (The preface is dated September, 1914.) Otherwise we could hardly have had it said that "both *j* and *v* are necessary for a manual on Latin philology." But the author seems not to count this a fault in an elementary manual, which, he says, "must always lag behind the vanguard of research." The alteration upon which most stress is laid is the recasting of the paragraph upon the pronunciation of the diphthongs for the purpose of "exposing the fallacy" which underlies the "authorized" pronunciation of the *ae*—e.g. in *terrae*. The scheme of the Classical Association, which is seemingly aimed at here, recommended the pronunciation of *ae* as *ai* for pedagogic reasons, and the true pronunciation of that diphthong in the Golden Age of Latin is certainly involved in some doubt. But, lest the unwary reader should be misled, it ought to be said that Prof. Lindsay is not always a safe guide in the region of phonetics, where a keen ear and a rigorously scientific discrimination of sounds are absolutely indispensable. To pass over the slipshod expression "*ae* was the long (more correctly the diphthongal) form of *e*, the short 'open' *e*-sound," which no strict phonetician would have written, his directions for pronunciation are vitiated by two circumstances, ambiguity as in the case of the pattern word "path," which is pronounced in at least two different ways in this country, and impracticality, as where a foreign sound like the German *ö* is prescribed to the student without any indication as to how it should be articulated. We are

glad to see that more attention has been given in this edition to the needs of students of Romance philology.

Household Management. By E. STODDART ECKFORD and M. S. FITZGERALD. (2s. 6d. Hogg.)

This is a well written, well arranged, and thoroughly informed book by two experts on the staff of the National Training School of Cookery, with a preface by Mrs. Clarke, the Principal. Domestic Economy and Management are skilled arts, requiring for their efficient practice knowledge, training in method, and practical experience; and such a handbook as this ought to do much to achieve efficiency in both the institution and the home. The chapters include every aspect of domestic craftsmanship, from the choice of a house (with which the book opens) to the correct method of drawing a cheque in the last chapter, and ranges over the kitchen, the work of servants, the best methods of cleaning, polishing, bed-making and so forth, the care of linen, brushes, sponges, china, furniture, &c., with many useful and well tried formulae to assist in these processes. We wish that some of these chapters—notably the one in which the right method of "laying a fire" is demonstrated—might be included in the outfit of every "domestic worker" when first setting forth in her occupation, to prevent her from becoming hopelessly extravagant and slovenly with the repetition of wrong methods.

Germania contra Mundum. By the EARL OF CROMER. (3d. Macmillan.)

Even the ablest and most eloquent of our statesmen and publicists, historians, and men of letters, in expounding the case of Great Britain and her Allies, must now be handicapped by the conviction that he is preaching to the converted. There have been amongst us, doubtless, waverers and Laodiceans, but, except for a handful of professional paradoxists and cranks, there are no pacifists left, thanks, in no small measure, to the full, clear, and frank presentment of our case by statesmen like Sir Edward Grey and Lord Bryce and historians like Mr. J. W. Headlam and Dr. Holland Rose. Among them, in the first rank, stands Lord Cromer. A soldier by profession, for a quarter of a century our Proconsul in Egypt, it was only after his retirement that he revealed himself as a man of letters. The present writer well remembers listening to his address as President of the Classical Association in 1910 on "Imperialism Ancient and Modern," and the comment of the late S. H. Butcher as they left the hall together: "I know no other man in England who could have written that address." The present pamphlet is slighter and more ephemeral, but it was worth reprinting from the *Spectator*. The point he presses home is that the enemy to be subdued is not Militarism, but Kaiserism. No peace can be lasting which leaves Germany with a sham constitution and an absolute War Lord at the head. The form that this constitutional revolution shall take must be left for the Germans themselves to determine; but no peace must be made till the Allies have obtained adequate guarantees that the reforms in government are genuine and will be observed. We confess that such a consummation, however desirable, appears to us hardly possible to attain, and hope that Lord Cromer will expound more fully this part of his thesis. Of the internal politics of Germany he professes only to know at second hand, but of German mendacity and the venality of the German press he has had some experience in Egypt.

The Great World War: A History. By ERNEST A. VIZETELLY, DAVID HANNAY, CLAUDE GRAHAME WHITE, HARRY HARPER, EDWIN SHARPE GREW, and others. Edited by FRANK A. MUMBY. Twelve Parts. (2s. 6d. net each.)

The editor has now completed two-thirds of his arduous undertaking, a task which becomes more complicated and difficult as the war proceeds. Who could have foreseen a year ago the scale on which any history must be written, and the most sanguine of us could hardly hope to see it completed in twelve parts on the liberal scale that Mr. Mumby allowed himself. "Quae regio in terris nostri non plena laboris?" is no rhetorical question, and a modern Virgil would need a second *Aeneid*. There are many rivals in the field, and the *Times* and the *Manchester Guardian* are keen competitors, but for typography, cartography, and photographic reproduction we should award the meed to *The Great World War*.

The Literary Man's New Testament. By W. L. COURTNEY. (10s. 6d. net. Chapman & Hall.)

Dr. Courtney's earlier volume, *The Literary Man's Bible*, was concerned with the Old Testament. The subject of the present volume is the New Testament, which is printed in the chronological order of its writings, the Johannine literature coming last, the Epistle of St. James first, while the Synoptic Gospels follow the Pauline Epistles. Six excellent introductory essays sketch for the reader the main problems with which criticism is at present most vitally concerned; and a brief account of the circumstances under which each book was written stands at the opening of the different sections

of the text. A useful and not too lengthy bibliography is given in the preface. Dr. Courtney reminds us of his purpose in the following words: "The book is not intended for the theological student as such, it is intended for a student of literature and history. . . . My immediate purpose is to outline the growth of a creed, not to evolve all the meanings and implications of dogma." The problems of modern criticism, as the third introductory essay points out, are not those which mainly interested scholars last century. Then the burning questions were those of authorship, authenticity, genuineness. Now the contents of the writings command attention rather than the external circumstances of their composition. This implies that "the real problem is to discover whether Christianity was or was not a syncretistic religion." Such a progress of criticism is both natural and inevitable. Criticism began with the documents of the Old Testament, and then passed to the documents of the New Testament. There are those who would fain stay its advance at that point, and exclude the Creeds from its purview. But Canute cannot arrest the rising tide. And, surely, what is of vital import is the system of ideas, the thought of the New Testament. The Church of England claims that its doctrine is based on Scripture. If you investigate the foundation, you cannot reasonably be expected not to investigate the superstructure. The growth of comparative religion alone renders necessary such a critical examination of doctrine. How much colour did Christianity take from its successive environments? It is essentially assimilative. What is its relation to other systems of belief? Those are the questions which the present century will have to ask and answer. One of the most important discoveries of recent years relates to the language of the New Testament. The second essay deals with this, and points out that we are compelled to abandon the older belief that New Testament Greek stood in a class by itself. We know now, thanks to the discovery of inscriptions and papyri, that the language of the New Testament belongs to the *koiné*, or common Greek, which was in general use in the eastern parts of the Roman Empire. "It was the language of the common people, more conversational than literary, too widely spread to be a patois, but representing the idioms of ordinary people, and, of course, very inferior to chiselled Attic prose. The nearest analogy probably is the way in which English is spoken—and not very correct English either—in different portions of the British Empire." While not agreeing with all the author's conclusions, we can cordially recommend this book, which goes to the heart of the matters in dispute. On page xxiii of the Introduction the vulgar error, "Revelations" for Apocalypse is doubtless a misprint.

Methods and Aims in the Study of Literature. By LANE COOPER. (5s. net. Ginn.)

This is a series of extracts and illustrations arranged and adapted by the Professor of English Language and Literature at Cornell University. Its author disclaims all competition with systematic work on method. It is the result of experience in teaching classes in literature, and in particular in poetry. The first chapter is devoted to method in general and takes account of science and art as well as literature, in which plan Prof. Cooper has been anticipated by our own Prof. Findlay. The second chapter deals with literature specially, and is followed in the third by a series of extracts from Wordsworth's letters on the study and practice of poetry. The fourth chapter is made up of a most useful set of illustrations of the practice of great writers in composing. Chapter V is given over to studies of poets, while Chapter VI deals with the attractive subject of method in the poetry of love—with illustrations. Except for some half dozen quotations from his own writings, Prof. Cooper has made up his 224 pages by extracts, so his work must be judged by his skill in selecting and arranging his material and supplying the necessary connective tissue. Judged by this test the book must be accounted a clear success. The teacher of a higher form in school or a pass class at a University will find here just the sort of material needed for use by the pupils. Practically all the extracts come from writers whose claims to attention cannot be questioned. The book is free from that taint of "books about books" that damages so many of the treatises prepared for students. It is made up of substantive literature. Sins of omission in a work of this kind have to be leniently dealt with. We do not complain of the omission of Poe's famous analysis of his method of poetical composition. We merely wonder why the omission occurs. We hope it is because Prof. Cooper cannot accept the analysis as sincere.

Notes on English Literature. By WILLIAM EDWARDS. Part I: *From Skelton to Shakespeare.* (3s. net. Rivingtons.)

Every line of this well arranged little volume indicates the hand of the experienced teacher. The subject-matter is classified on a broad basis, and the many illustrative passages quoted prevent any suggestion of a catalogue. Where so many headings are given, it is but natural that some should seem unnecessary and some unfruitful,

e.g. "There is no Epic or Dramatic Poetry in the Bible." The section on Shakespeare is admirable, and would well serve as an introduction to a thorough study of Elizabethan dramatic literature. References to cheap editions of standard works and to good textbooks add to the value of this book, which may be specially recommended as a guide to students preparing for University examinations.

The Lay of Havelok the Dane. Re-edited from MS. Laud Misc. 108 in the Bodleian Library, Oxford, by the Rev. W. W. SKEAT. Second edition. Revised by K. SISAM. (4s. 6d. Oxford University Press.)

Since Skeat's edition of Havelok (Clarendon Press) appeared, much important work has been done on the poem, notably by Deutschbein, Heyman and Holthausen, and Skeat himself in 1911 discovered at Cambridge some fragments of a Havelok MS, which he published in the *Modern Language Review* (vi, 455). The time had therefore come for his edition to be revised and the results of recent researches to be utilized. The new edition which is now before us proves that the task of revision was entrusted to a competent scholar who has made good and judicious use of the available material. Mr. Sisam has in the main followed the plan of the first edition, but he has rearranged the introduction, and the new arrangement seems to us an improvement. Everything important in the first edition has been retained, while the results arrived at by the scholars who have investigated the various phases of the story are concisely summarized and incorporated. We accordingly have a full and compact statement of what is up to now known of Havelok. One cannot help regretting that Mr. Sisam did not devote some space to a valuation of Havelok as a literary work. The paragraphs on Metre and Rimes are especially clear, but in that on Phonology (Section 20) there are one or two discrepancies that doubtless have escaped detection: Section 20 (1), page xxx, line 4, long close o is apparently meant, and not long open o; Section 20 (3), "open ô" should be either "open ô" or simply "ô." Mr. Sisam, in Section 20 (4), apparently uses *close* and *open* as applied to vowels in the sense of *tense* or *narrow* and *slack* or *wide* respectively; the use in Section 20 (3) of "law" to illustrate the Middle English long open o would therefore be wrong, for "law" has a tense or narrow vowel. The notes in the new edition are mainly Mr. Sisam's; the vocabulary has also been revised and is somewhat fuller than in the first edition. The Cambridge Fragments are printed at the end of the text, and the facsimile of lines 632 to 653 and the frontispiece representing the Seal of Great Grimsby are again reproduced.

(1) *Indian Myth and Legend.* By DONALD A. MACKENZIE.
(2) *Egyptian Myth and Legend.* By the same Author. (Each 7s. 6d. net. Gresham Publishing Company.)

These two concluding volumes of the series dealing with less familiar peoples cannot vie in popularity with the first two, which deal with Greece and Rome and Celtic races. Indian myth and legend is a vast quarry which has been industriously explored and worked since the days of Sir William Jones. "The *Rāmāyana* is three times longer than the *Iliad*, and the *Mahābharata* is four times longer than the *Rāmāyana*, and the story of these two epics is more or less familiar to two hundred million Hindus. To know a people we must know its myths, and not only the young *wallah*, but all who are interested in India—and who is not?—will find this volume a pleasant introduction to the study. Thus the first story, of Savitri, is as beautiful in its way as that of the Greek *Alkestis*. On the "great Aryan question" the author has no views of his own to propound, and is content to indicate the contending theories of recent ethnologists and philologists. So too of the origins of mythology he has little to say, and we cannot help wishing that he had here followed in Max Müller's tracks, while avoiding his peculiar paradoxes. Egyptian mythology is, in Shakespearean phrase, "a wilderness of monkeys," or, as Juvenal knew the country, "a cabbage garden of deities," and Egyptian records are singularly lacking in poetic imagination. Yet Egypt is a factor in civilization that can no more be neglected than Babylonia or Palestine. The history of early Egypt is fully dealt with, especially in its connexion with Jewish history and Palestine; but when the leading authorities differ by more than two thousand years as to the date of Mene's conquest, much of it must still be regarded as mythical. The illustrations are well chosen and well reproduced. We wish the author had supplied references to his authorities and made more use of the researches of Sir George Maspero. The grammar is sometimes faulty—"Practical jokes and rowdiness is still prevalent"; "The development of religious ideas followed different lines, and were similarly controlled."

Judson, the Hero of Burmah. By JESSE PAGE. (2s. 6d. Seeley.)

The story of Adoniram Judson, the first Christian missionary to the Burmese, has been told in full by his son, and is here retold in

brief for boys and girls. It is, indeed, a narrative of faith that moves mountains and indomitable courage, but it loses something in the telling by a style overloaded with metaphor, and occasionally incorrect: "He needed sorely a wise, cheerful friend who could help him to shake off both the dreams of ambition and the dol-drum of melancholy, and such friends in need and deed were not commonly grown in those days—at any rate, they did not flower with much colour or refreshing fragrance."

Spindrift: Salt from the Ocean of English Prose. Edited by GEOFFREY CALLENDER, M.A. (Cambridge University Press.)

This anthology, which stretches from Wycliffe to Froude, differs from its too numerous predecessors in that it is confined to one theme—viz., "to show how the masters of English prose have been affected by the sea." The short well written preface shows the compiler to be a true sea lover, and makes one regret he has not commented at greater length on sea literature. The extracts have been taken from every branch of prose literature, and the selection shows discrimination and knowledge. A book of this character, at a time like the present, when English daring and resourcefulness on the sea rival the glorious achievements of the past, is certain of a wide and hearty welcome.

The Lord of the Isles. Edited by Rev. F. MARSHALL. (1s. 6d. Gill.)

A full introduction which tells the story of the poem, discusses the characters presented, describes the battle of Bannockburn in detail, and gives a life of the author, is typical of the thoroughness of Mr. Marshall's editing. His notes are historical and geographical, with maps and diagrams, and he gives a glossary as well as side explanations on each page. The book well fulfils its purpose of preparing for examinations, but we doubt whether the many wrappings will endear the poem to the youthful reader.

A Gypsy Bibliography. By GEORGE F. BLACK. (15s. Quaritch.)

This is the first monograph issued by the Gypsy Lore Society, and of itself justifies its existence. Of its completeness we cannot pretend to judge, but can say that there is nothing in the field on the same scale. Borrow (George) occupies seven and a-half columns, and we find all the novels and poems that occurred to us at the moment referring to gypsies duly recorded, e.g. George Eliot, Victor Hugo, Freytag, Sir Walter Scott, Watts Dunton.

"Oxford Garlands"—(1) *Elegies and Epitaphs.* (2) *Modern Lays and Ballads.* Compiled by R. M. LEONARD. (Each 7d. net. Humphrey Milford.)

There is no falling off in the two latest volumes of this attractive series, and the subjects will interest a wider public than did some we have before noticed. (1) The editor must have been perplexed by an *embarras du choix*, and every reader will miss some of his special favourites. Matthew Arnold, Ben Jonson, Landor head the list of authors, with five poems assigned to each. Gray's *Elegy* might well be omitted as "common form," to make room for the *Epitaph on a Jacobite*, the most perfect of Macaulay's poems, and *Cold in the Grave*, the most poignant of Emily Brontë's. A few, too, like Burns's *On a Country Laird*, are epigrams, not epitaphs. We are grateful for Whitman's two tributes to Lincoln. (2) The Ballads range in time from Cowper to the present Laureate, represented by his *Screaming Tarn*. Considerations of length and copyright have limited the selection. We have Swinburne's masterly *Bride's Tragedy*, but nothing of Rossetti, the prince of modern balladists.

Blackie's New Systematic English Readers. (Third Reader, 1s. 2d.; Fourth Reader, 1s. 5d.; Fifth Reader, 1s. 7d. Blackie.)

The selection of pieces in these volumes shows discrimination and literary taste. Exercises at the end can be made use of, and the illustrations are particularly good. They are one of the best sets of readers we have seen, and can be unhesitatingly recommended.

Outlines of Composition and Rhetoric. By J. F. GENUNG and C. L. HANSON. (4s. 6d. Ginn.)

The fact that this book contains many Americanisms and that the exercises are largely based upon the customs and conditions of life in America makes it not altogether suitable for use in Great Britain. The theoretical parts are clearly written and stimulating, particularly the paragraphs on the use of "shall" and "will"; the exercises are on the whole practical and calculated to arouse the interest of the pupils. We think it undesirable, however, to set exercises in which the pupils are required to correct mistakes in the use of words and idioms. In a large number of cases the wrong use would not occur to the pupils' minds if attention were not drawn to it. Such exercises, therefore, tend to create confusion and to produce results different from those aimed at. The book is in many ways an improvement on other similar books, and, with the reservations mentioned above, is well adapted for the purpose it has in view.

The Works of Man. By L. M. PHILLIPPS. (7s. 6d. net. Duckworth.)

The title is unfortunate, since it gives no indication as to whether the works are scientific, artistic, industrial, or mechanical. Mr. Phillipps discourses chiefly on architecture and sculpture, with a chapter at the conclusion on Italian painting and one on French furniture. He considers art as an expression of human life and character, and traces the similarities between the qualities of various races and their works in stone. Egyptian art is barren of intellectual insight and intellectual interest, he says, and he shows with skill what an influence the Nile exerted. With the Greeks "the Doric temple is æsthetic enough to be ethical," and the sense of sight has a persuasion which surpasses even the power of reason. The Greeks recognized this, and their works give lessons of truth and beauty through the eye. Santa Sophia is designated "the last word in classic architecture," and regarded as the Greek comment on Roman architecture, showing the full power and beauty of the arch principle. The Arab character of nervous, passionate energy, with its lack of tenacity and endurance, is reflected in the concrete forms of their architecture in its looseness and want of constructive instinct. The Gothic, however, is a style which also exhibits the characteristic of energy, but it is combined with strength, harmony, and purpose. At the Renaissance the Greek spirit re-emerges, but it is now tinged with spiritual emotion. This art is restless and experimental where the Greek was serene and confident; the sculpture of the moderns depicts the struggle between matter and spirit. Mr. Phillipps writes in a picturesque style that sometimes rises into passages of real eloquence and beauty. Many philosophical reflections, some platitudinous, are scattered through his pages, and those who wish for a view of architecture through the ages will find this volume of use and interest. The illustrations are excellent, and the remarks explanatory of their particular significance are illuminating and to the point.

ANNUALS.

Hazell's Annual, 1916 (3s. 6d. net), is up to date in both senses of the word. It was published before the end of the year, and it carries us down to the beginning of December. The War has a chapter of over twenty pages, besides numerous sections under "Colonies," "Aviation," "Roll of Honour." The total number of pages is considerably less than in 1915, and Education naturally suffers. Thus there is no mention of the Teachers' Registration Council.

Who's Who, 1916 (15s. net, Black), *vires acquirit eundo*. It now runs to 2,451 pages, an increase of 75 pages on last year, and the increase of 1½ pages in the "Obituary" is a sad memento of the times. Of some names we wonder how "they got there," and a few, like Rupert Brooke, have leapt into sudden fame at their death; otherwise hardly a celebrity in any walk of life is absent. The *Who's Who Yearbook* and the *Writers' and Artists' Yearbook* (each 1s. net) are almost indispensable companion volumes.

Englishwoman's Yearbook and Directory, 1916. (2s. 6d. net. Black.)

The section on sports and games has been dropped, and a valuable appendix on work for women in war time takes its place. More care might have been exercised in bringing Section 1, Education, up to date. Few women are likely this year to go to Nääs, and still fewer to Leipzig to learn Sloyd; the Dalcroze Institute for Eurhythmics, which offers a new opening for teachers, deserved notice. The women representatives on the Registration Council should certainly appear. The Institute of Linguists is long defunct and the address of the Teachers' Guild is no longer 74 Gower Street.

ERRATUM.—The price of *Life of Shakespeare* by Sir Sidney Lee (Smith, Elder) is 8s. 6d. net, not, as given in our review, 18s. 6d.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

Is the salary of the English teacher rising in proportion to the fall in the buying power of money? We think not; but we confine ourselves here to the United States. Bulletin 31, issued last year by the Bureau of Education, studies the salaries of teachers comparatively. It is found that, owing to the increased cost of living, a stipend of 1,000 dollars in the decade of years since 1904 would have in 1913 a purchasing power equivalent only to 836.12 dollars. In general,

Teachers' Salaries.

however, there has been in the cities some improvement in salary conditions. A comparison between the figures of 1904 and 1913 shows that the average advance in salaries for the cities considered was between 24 and 28 per cent., a greater rate of advance accordingly than that of the cost of living. Full statistical tables are given in the Bulletin, which lays down that School Boards have a right to expect increased efficiency for increased salaries, even if these be granted as a simple act of justice. Usually they will get it. In these days of a general tendency to "economy" in education it may be proper to remark that education is the last thing in the world that wise men would try to buy cheap.

The Scouting movement makes progress in America. It is the subject of an article in the *Educational Review* for December (L, 5). The "Boy Scouts of America" were organized February 10, 1910.

Boy Scouts.

Before that Dan Beard, seeking to glorify the pioneers and the hardy virtues of the wilderness, had founded the order of "The Sons of Daniel Boone," and Thompson-Seton, to draw city boys into the open air, had enrolled his "Woodcraft Indians." Now more than 7,000 approved scout-masters are registered at the headquarters of the order in New York City, the number of boy scouts exceeds 143,000, and the magazine, *Boy Life*, written specially for them, has a circulation of about 40,000 copies. At headquarters there is a committee whose function it is to examine all sorts of boys' books and to certify those which are likely to prove wholesome and helpful. Although the military idea has been retained in organization and in external forms, the scouts are really young citizens in uniform and the virtues inculcated in them, courage, truthfulness, friendship, kindness, and thrift, are civic virtues. The difficulty in the way of the movement in the United States is that unpaid scout masters cannot be got in sufficient numbers. The writer of the article would introduce the organization into the schools:—"The school could well afford to give Friday afternoon in the two upper grades of the elementary school and the two first years of the high school to Scouting and to the Camp Fire Girls."

At the seventeenth Annual Meeting of the Association of American Universities a "Conference of Deans and similar Officers of Graduate Schools" discussed certain questions relating to degrees. Thus it was asked

Of Degrees.

whether appropriate degrees should be devised for those students who have absolved some newly organized course of study—e.g. in forestry, public health, or architecture, or whether existing degrees should be used to cover the new distinctions. A committee was appointed to weigh the matter and to report on a future occasion. In the interest of the British public we deprecate any increase in the number of alphabetical problems that can be appended to the names of persons. Another question related to the degree of Master of Arts. It was the general opinion of the Deans and similar Officers that at least one year of resident graduate study should be demanded of every candidate for this degree. Numerous institutions allow attendance at a summer session to count towards the period of residence that is required, and a majority of representatives at the Conference approved the acceptance of five consecutive summer sessions of six weeks each as an equivalent for the thirty-six weeks of the academic year. The Associated Universities will settle their own affairs. Our wish for Britain is that degrees should be recognized as what they are—not hall-marks of learning, but counters indicative of academic standing in the several faculties—the value of which should be readily ascertainable by those whom they are designed to impress.

Vocational guidance is a topic to which duty compels us ever and again to return. The *School Review* (XXIII, 10) prints a useful article on "School Phases of Vocational Guidance." Amongst other things,

Vocational Guidance.

the writer indicates the value of co-operation between the school on the one hand and employers or employment agencies on the other. The school system of Lincoln, Nebraska, has established an "Efficiency List," which is open to the inspection of the employers in the town. The Department of Public Instruction, Rochester, New York, has issued circulars on the subject. Boys and girls under sixteen, it is pointed out, leave school and often remain in dangerous idleness for months; the aim should be to keep them at school, following vocational courses until some suitable post is vacant. Already seventy-seven boys and girls have been induced to return to school. The Education Authority recommends to employers fit young persons; employers bind themselves to engage only those so recommended. For the assistance of teachers who would give vocational guidance to high-school pupils, the following books are recommended in the article:—Davis, *Vocational and Moral Guidance* (Ginn & Co.); Bloomfield, *Youth, School, and Vocation* (Houghton Mifflin Co.); Parsons, *Choosing a Vocation* (Houghton Mifflin Co.); Weaver, *Profitable Vocations for Boys* (A. S. Barnes Co.); Weaver,

Profitable Vocations for Girls (A. S. Barnes Co.); Tolman, *Hygiene for the Worker* (American Book Co.); and William De Witt Hyde, Editor, *Vocations*, 10 vols. (Hall & Locke Co.).

FRANCE.

The War is conceived in France, with ever-growing conviction, as a clash of cultures. To-day the question is of the future diffusion of French culture—how the French mentality may be made to radiate with wider effect. That, when the War is over, German culture will be more attractive than hitherto will hardly be contended even in Germany. Meanwhile, the French journals publish statistics which prove that, except for countries (Austria-Hungary and Switzerland) in which German is the language of a large part of the inhabitants, even before the War the French Universities drew more foreigners to them than the German. On January 1, 1914, there were 6,192 matriculated foreign students in the French Academies as against 5,015 in the German, the numbers and nationalities of the European students being these:

	France.	Germany.
English	223	85
Austro-Hungarians.....	133	783
Belgians	31	6
Bulgarians	291	96
Scandinavians	30	34
Spaniards	45	23
Greeks	134	48
Dutch	21	25
Italians	155	28
Luxembourgeois.....	55	45
Turks	313	46
Portuguese	28	14
Roumanians	459	223
Russians	3,176	1,403
Serbs and Montenegrins	108	58
Swiss	86	295

French culture is a Latin culture, and there are many to-day who wish that not Romanism but Hellenism had come to Western Europe. Yet the mind of France has a strangely awakening power. Even in the heat of the conflict the terms on which the French Universities will help in yielding that inspiration to foreigners are being regulated. A decree relevant to the matter is published in the *Bulletin Administratif du Ministère de l'Instruction publique*, No. 2201. Students of foreign nationality, it lays down, may inscribe themselves in the French Universities if they have obtained, as an equivalent to the *baccalauréat de l'enseignement secondaire*, the certificates that would in their own country procure them admission to places of higher education. The list of such certificates is drawn up from year to year by the Minister of Public Instruction. With the certificates will have to be submitted some proof of identity (a birth certificate or certificate of baptism, for example), and the documents will have to be *visé* by a French consul or diplomatic agent in the country of the student's origin, or by an accredited agent of that country in France. A wholesale exchange of students between Britain and France is the best conceivable means of promoting the close intimacy of the nations to which desire has long been tending, and which Fate has made inevitable. The War of Cultures cannot end with the War of Arms, and we must infuse into our own culture all that we can get from that of France.

By the death of Michel Bréal, towards the close of last year, Education, and, in particular, the Société d'enseignement secondaire sustained a grievous loss. On leaving the Ecole normale supérieure,

M. Bréal taught for some time in *lycées*. Then he concentrated his attention on linguistic studies and comparative mythology. In 1871, from notes made during journeys abroad, he composed the work modestly entitled "Quelques notes sur l'Instruction publique en France," which had much influence upon public education; whilst, in witness to his faith in private initiative and experiment, he joined the group that founded l'Ecole Alsacienne, and he took part—the education of girls interesting him as much as that of boys—in the establishment of the Collège Sévigné. With collaborators he compiled his "Grammaire latine," his "Mots latins et grecs," and his "Dictionnaire étymologique du latin." Jules Ferry gave him one of the places on the Conseil supérieur that the law left to be filled by the Ministry; but in 1896 a Minister, about to attack those classical humanities that M. Bréal defended, erased his name from the list of members. What Duruy did for French education is well known; the mission of Michel Bréal was to uphold and develop the conceptions of Duruy.

INDIA.

Upon considering the Report on the Administration of Jails in the Madras Presidency for the year 1914, the Government finds that good progress has been made with the imparting of elementary education to convicts in the first-class central jails, and in the second-class central jails at Salem. "Moral and religious lectures," it is stated, "were delivered to the convicts by respectable gentlemen appointed for the purpose." The success of the experiment of educating prisoners has caused the Governor in Council to set forth a desire that instruction should be given in all central and district jails, with increased and improved staffs of "respectable gentlemen" appointed to lecture the convicts. But is it not the policy of an Epimetheus to educate the condemned? Prometheus would have had them educated to escape condemnation.

Indian Education (XIV, 4) publishes some pleasant specimens of the answers sent up by candidates who were asked in an examination to draft an application for a Government clerkship. Wrote one: "I hope to satisfy you with the work, and will discharge no stones in my duties," meaning that he would leave no stone unturned, &c. Another recommended himself thus: "Now I am seventeen years old, tall, strong, with equine nose, brilliant eyes, and open forehead"; whilst a third stated as a proof of attainment the fact that he had failed to pass the Matriculation examination! The young rascal who ended his application with the piteous appeal—"I have got wife and two children; they are dying of hunger"—was either a born liar or a wag.

Humours of Examination.

Bilingual Teachers.

CAPE OF GOOD HOPE.

The Cape of Good Hope has from time to time experienced a difficulty in getting qualified teachers. Bilingual teachers are desirable in the local conditions; but to insist that all teachers must speak Dutch as well as English is not the way to increase the supply. Recently, when he was laying the foundation stone of the new building for the Paarl Training School, the Administrator said that the question had also to be considered whether in future all students trained would not have to qualify as bilingual teachers. With this end in view it might be necessary to give greater assistance to students under training, and the possibility of making loans in order to assist them in completing their professional course would probably have to be faced. If such a plan were followed the loans would have to be repaid when the students became teachers, and, as at present, the condition would have to be imposed that such teachers should undertake teaching work in the Province of the Cape of Good Hope.

UNIVERSITIES AND SCHOOLS.

WALES.

The Welsh Department has already issued its annual pamphlet on "Patriotism," and, as in former years, it is tastefully designed and admirably suited for its purpose of impressing upon the Welsh boy or girl the need of cultivating love of country. There is, of course, a special significance in this kind of teaching at this time of crisis and trial, and the Department's action is therefore to be strongly commended, and no doubt all Welsh schools will make full use of the suggestions and incidents contained in the booklet. It is designed specially for St. David's Day, but we see no reason why the teaching of civics and patriotism and all that these terms connote should be limited to a single day in the year, even though it be a national Saint's day, as pamphlets of this character might, with great advantage, be used continually as supplementary to the ordinary literature or history lesson. The recently published anthologies *Land of My Fathers* and *Hen Wlad y Rhodau*, under the editorships of Profs. Morris Jones and Lewis Jones (in aid of funds for the Welsh troops), for instance, contain such excellent specimens of Welsh literature, and are so replete with stirring historical incidents, that they might easily be made extremely useful as school textbooks. The Welsh history of the ordinary textbook is generally very dull and uninspiring, and is apt to degenerate into descriptions of what many boys regard as mere faction fights of very little interest or importance. But by means of booklets of the type we have just mentioned, it is possible, we believe, to infuse a new life into the teaching and make it really inspiring and educational.

We congratulate Sir O. M. Edwards on receiving the honour of knighthood. His services to Wales, in literature and in education, have been so great that to many it is surprising that he has not been the recipient of some recognition of them long before now. For no one has done more for the spread of knowledge of the Welsh classics, as his editions of the Welsh poets and writers are widely known throughout the Principality, and as editor of *Cymru* he has done inestimable service to Welsh literature and antiquities. The University of Wales has often been criticized because it has not thought fit to confer upon him an honorary degree. As Chief Inspector under the Welsh Department he has, of course, become a very important factor in our Welsh education system, and, though some of his reports have been rather strongly criticized, it is yet true that he has already effected several valuable improvements in the work of the schools, and especially in that of the primary schools.

SCOTLAND.

Glasgow. Mr. James Moir, LL.D., Professor of Conveyancing in the University, died suddenly on December 31. He was appointed to the Chair in 1889. He was an able teacher of his subject, and his lectures were highly valued by his students. Mr. Peter Brock, Cambuslang, has made a donation of £4,000 to the University for the foundation of a fund, the income of which is to be applied at the discretion of the University Court to some University purpose. Prof. W. R. Scott, F.B.A., has been appointed to deliver the Jevons Memorial Lectures at University College, London, during the session 1916-17.

Aberdeen. Mr. George Smith, LL.D., Director of Studies under the Aberdeen Provincial Committee, has been appointed by the General Council to be one of its assessors on the University Court. A lectureship in Celtic Literature and Philology has been founded, and the Court has appointed Mr. John Fraser, M.A., to be the first Lecturer. Sir Alexander McRobert has given to the University an endowment for a lectureship in Pathology, with special reference to malignant diseases. The lectureship will be attached to the Department of Pathology, and the income of the endowment is expected to amount to about £750 a year.

The number of students of the University now on service is 1,597. The number of graduates on service is 979, and of alumni 130.

Edinburgh. The Ordinance of the University Court, instituting a degree in education (to which reference was made in these notes in December last) has been withdrawn, in order that amendments may be made on lines suggested by the Glasgow University Court. It is hoped that Ordinances, similar in their main provisions, may be promoted by each of the two Universities. The report of the University for 1915 states that during the year the total number of matriculated students (including 487 women—59 less than in the previous year) was 1,853, being 676 fewer than in 1914 and 1,408 fewer than in 1913. There were 770 students (including 436 women) in the Faculty of Arts (a decrease of 276 on the figure for 1914), and 807 (including 11 women) in the Faculty of Medicine (a decrease of 218). There were also large reductions in the numbers of other Faculties. The University Roll of War Service which, at the end of 1914 contained about 1,700 names, now includes about 4,000.

IRELAND.

Another of the Senior Fellows of Trinity College has passed away, Dr. Benjamin Williamson, who died on January 3, at the age of eighty-nine. Dr. Williamson had been a Fellow of the University for sixty-four years; in 1884 he was appointed Professor of Natural Philosophy, and on the resignation of the Rev. John Barlow he became Vice-Provost. He was the author of several works on mathematical subjects and a frequent contributor to scientific journals. He was an honorary D.Sc. of his own University and received from Oxford the degree of D.C.L. in 1892; in 1879 he was elected a Fellow of the Royal Society. In private life he was one of the most amiable of men and a lover of flowers; the College park and Fellows' garden owed much to the latter trait in his personality.

The Senate of the National University met on January 11 to elect members of the Governing Bodies of the Constituent Colleges for the statutory period of three years from January 31, 1916.

A new edition of the *Roll of Honour* of Queen's University, Belfast, has just been issued, giving a full account of the public work done by members of the University, both at the Front and at home. Eight have received the Military Cross, thirty-one have been mentioned in despatches, and twenty-four have lost their

lives in service. Two have lately gone to the East to put into use at the seat of war a new bactericide, the discovery of one of them.

The suspension of grants for Irish education has called forth vigorous protests. The Conference of Irish Colleges has sent out a statement dealing with the intention of the Department to suspend provision for teachers' classes from February 29, 1916. During the past twelve years fourteen colleges have been founded, attended since their establishment by an aggregate of over 13,000 students, the annual attendance during the past two years being over 1,500. The majority of these students were teachers in primary and secondary schools. As the training colleges under the National Board make no adequate provision for teaching Irish, the work of the Irish colleges is absolutely necessary to secure a supply of qualified teachers of the language; and the grants earned of late years from the Department were of very material assistance, enabling the colleges to reduce their fees to students and to remunerate their professors, many of whom had hitherto given their services free. The suspension of the grant in the middle of a session, when the colleges are involved in obligations which they undertook in expectation of it, constitutes an additional hardship. Strongly worded protests have been sent in by the Mansion House Conference on the teaching of Irish, the Academic Council of University College, Galway, the Standing Committee of the Roman Catholic Hierarchy at their meeting on January 18, and some of the Provincial Councils. A public meeting which was held under the auspices of the Gaelic League in the Mansion House, on the evening of January 17, was filled to overflowing, and there could be no doubt that both speakers and audience were in earnest.

The Commissioners of National Education have just inaugurated a new scheme in the Belfast primary schools, which it is hoped may help to raise the standard of education generally in Belfast. At present, owing to the practice of sending children to work as soon as they have reached the age of fourteen, a large number of them (especially boys) leave school before they have reaped all its advantages. In the year 1912-13 only 2.5 per cent. of Belfast children reached the sixth standard, compared with an average of 5.8 per cent. for the whole of Ireland; only 1.1 per cent. reached the seventh, as against 2.6 per cent. for the rest of Ireland. The Commissioners propose to establish a Committee of eight principal teachers, who, with the co-operation of the teachers of the City,

will conduct examinations under supervision of the Senior Inspector and will issue a "Higher Grade Certificate" to children who have attended at least one year in the sixth or higher standards. It is intended that this certificate shall be regarded as a proof of efficiency and give its possessor preference with employers. The Examining Committee hope to induce the Technical Instruction Committee of the Belfast Corporation to accept the certificate as an equivalent for the entrance examinations for technical classes, so that its holders may pass direct from the National school to the trade and technical classes; in this way it is hoped to co-ordinate primary education with that of the Technical Institute and later with the science courses of the Queen's University, thus providing an educational ladder for clever and enterprising boys.

PRIZE COMPETITIONS.

The Translation Prize for January is awarded to "Hogun."

The winner of the Translation Prize for December is Miss Ethel M. Dale, 27 Heathville Road, Crouch Hill, N.

Une heure après, toujours par le sentier tortueux de la falaise, j'approchais du Bourg-d'Ault, but principal de ma course. A un détour du sentier, je me suis trouvé tout à coup dans un champ de blé situé sur le haut de la falaise et qu'on achevait de moissonner. Comme les fleurs d'avril sont venues en juin cette année, les épis de juillet se coupent en septembre. Mais mon champ était délicieux, tout petit, tout étroit, tout escarpé, bordé de haies et portant à son sommet l'océan. Te figures-tu cela? vingt perches de terre pour base, et l'océan posé dessus. Au rez-de-chaussée des faucheurs, des glaneuses, de bons paysans tranquilles occupés à engerber leur blé, au premier étage la mer, et tout en haut, sur le toit, une douzaine de bateaux pêcheurs à l'ancre et jetant leurs filets. Je n'ai jamais vu de jeu de la perspective qui fût plus étrange. Les gerbes faites étaient posées debout sur le sol, si bien que pour le regard leur tête blonde entraînait dans le bleu de la mer. A la ligne extrême

(Continued on page 102.)

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Transfers and Partnerships are on pages 74, 75, and 103; other School and Teachers' Advertisements are continued on pages 102, 103, 104, 105, 106, and 107.

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du champ une pauvre vache insouciant se dessinait paisiblement sur ce fond magnifique. Tout cela était serein et doux, cette églogue faisait bon ménage avec cette épopée. Rien de plus frappant, à mon sens, rien de plus philosophique que ces sillons sous ces vagues, que ces gerbes sous ces navires, que cette moisson sous cette pêche. Hasard singulier qui superposait les uns aux autres, pour faire rêver le passant, les laboureurs de la terre et les laboureurs de l'eau.

Au sortir de ce champ, la scène changeait encore. Le ravin où je marchais se fermait d'un côté, se déchirait brusquement de l'autre, et je ne voyais plus que la terre, la riche terre de Normandie, les plaines à perte de vue que termine un liseré violet, et au loin les têtes rondes des pommiers. Car c'est encore là une de ces harmonies qu'on rencontre partout à chaque pas, le pommier est une pomme. La forme du poirier s'allonge un peu.

By "HOGUN."

An hour later, still following the path along the cliff, I drew near to Bourg-d'Ault, the principal object of my expedition. Suddenly, at a sharp turn of the path, I found myself in a cornfield, lying on the uppermost slope of the cliff, in which the reapers were nearing the end of their task. That year, as the April flowers came in June, the July corn was being cut in September. Still, my field was perfectly charming: very small, very narrow, very steep, enclosed with hedgerows, and bearing on its summit—the ocean. Now! Could you possibly believe it? Twenty rods of earth for foundation, and the ocean for superstructure! On the ground floor reapers, gleaners, honest peasants quietly busy, making their sheaves; on the first floor, the sea; and right up on the roof a dozen fishing boats at anchor, casting their nets. Never have I seen perspective produce a stranger effect. The finished sheaves were so placed, erect upon the ground, that the eye saw their golden heads merging in the blue of the sea. On the extreme boundary-line a poor, unheeding cow stood out a peaceful picture against this magnificent background! How calm and gentle it all was, an idyll in harmony with an epic! Nothing more striking can I conceive, nothing more pregnant with philosophic suggestions than the scene before me—the furrows beneath the waves, the sheaves beneath the ships, the harvest of the land beneath the harvest of the sea. What singular chance thus placed them one

upon the other—to plunge the passer-by in dreams—these toilers of the deep upon these tillers of the land?

On leaving the field the scene changed once more. The ravine along which I was walking, shut in on one side, on the other broke sharply away; and now I saw nothing but the land, the rich land of Normandy, its plains stretching far as the eye could reach, to the strip of violet on the horizon; and in the far distance the apple trees with their rounded heads. For that, too, is one of the harmonies, which here meet your gaze on every side, at each step you take; the apple tree is an apple; the pear tree a slightly elongated pear.

We classify the 114 versions received as follows:—

First Class.—Ardeonaig, Chingleput, P.O.L., Accinctus, Rowsley, Pater, W.O.C., Sursum, Stourport, Hogun, Gothicus, Menevia, Swinford, Nid, Chislehurst.

Second Class.—Emil, P.J.A., Papillon, Booboo, Fantastic, Sparklet, Ben Edar, Talbot, Sirach, Gouda, Blackpit, Newman Noggs, Kim, Viator, Phantom, Montserrat, Tom, H.B.K., Wattle, Beaumont, R.N., Nagaina, E.D.W., Berenguela, Britannicus, Pip, Decima, W.A.W., B.G.T., Nibbidard, A.E.C., Cloutier, Shax.

Third Class.—Buster, Zimmerset, Chardon, Niphetos, Dum Spiro Spero, T.T.C., Borealis, Viribus Unitis, Chestnut, M.H., Un Amateur, Wilfrid, Sydney, Hoche, C. Berkeley Margetts, L.J.T., Carol Ward, Moriendo Vivo, Une Alliée, E.G.R., Quasimodo, Valkyrie, Mow, Dublin, Aidan, Corbeau, Rouen, Corn-crake, Yet Again, Olim, Son Enfant, Monica.

Fourth Class.—C. D. Bowyer, Ahasuerus, Janvier, Leander, Lehte, Phyllis, Beetle, Nadzieja, Porc-épic, Undergrad, E.M.L., Camelia, Riplis, Pupil, Student, Filius, Santal, Josephine, R.A.C., Pastor, K.A., Monte, Ault, Agram, D.D., Cant, L.A.L., V.F., Bevis, Dare, Poilu, Lui, Bis, R.A.M.

It is a rare experience of the Prize Editor to find that he has set too simple a passage. The landscape that Victor Hugo paints is not quite easy to realize. He is tramping from Dieppe to Saint-Valéry by the coast and a sudden turn of the cliff footpath reveals to him a wheatfield on the steep slope, stretching to the top. At the bottom of the field are the harvesters and gleaners, and beyond,

(Continued on page 104.)

Blackboards cannot become Shiny

in use, if covered with

Proctor's "Defiance" (Trade Mark) Slate Composition.

THE PERFECT BLACKBOARD SURFACE.

Samples, Prices, &c., from

JOHN M. PROCTOR & CO.,

St Anne's Institute, Island Street, Nottingham.

EDUCATIONAL BOOKS (SECOND-HAND)

Situated in a University Centre we have exceptional facilities for filling your wants.

CATALOGUE ISSUED.

STATE WANTS. SPECIAL QUOTATIONS TO SCHOOLS.

GALLOWAY & PORTER, University Booksellers, Cambridge (Eng.).

MODELLING MONTHLY.

Edited by E. J. S. LAV, Head Master, Chadwell Heath Council Schools. A publication written by Teachers for Teachers, dealing with Plastic Modelling, and full of useful and up-to-date hints.

Send for specimen copy and samples of Plasticine.

HARBUTT'S PLASTICINE, Ltd., 225 Bathampton, Bath.

These School and Teachers' Advertisements are continued from page 101.

KING EDWARD'S SCHOOL, BIRMINGHAM. — BOYS' GRAMMAR SCHOOL. FIVE WAYS. — The Governors of this School, in consequence of the retirement of the Rev. E. F. M. MacCarthy, being about to appoint a Head Master to take charge of the Boys' Grammar School, Five Ways, Birmingham, gentlemen desirous of becoming Candidates are requested to send in their applications and six copies of their testimonials on or before February 20th next, to the SECRETARY, King Edward's School, New Street, Birmingham, from whom forms of application and further particulars may be obtained.

TYPEWRITING (Certificated). — Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

ASKES' HATCHAM GIRLS' SCHOOL. NEW CROSS, S.E. — MATHEMATICAL MISTRESS wanted at half term. Honours Degree (or equivalent) and training. Experience essential. Salary according to qualifications. Apply to HEAD MISTRESS.

GAMES MISTRESS required, commencing May. Lacrosse, Hockey, Cricket, Tennis, Swimming. £150 commencing salary. Apply—HEAD MISTRESS, Chelsea Physical Training College, Manresa Road, London, S.W.

BRISTOL CATHEDRAL SCHOOL.

Applications are invited for the post of HEAD MASTER of this School. Must be a Graduate of a University in the United Kingdom.

Estimated income about £300 a year, with house. The gentleman appointed will be required to enter upon his duties early in May next.

Applications, with three testimonials and three references, must be sent in on or before 1st March next to the CLERK to the GOVERNORS, from whom further particulars may be obtained.

EDGAR A. PRICHARD,

4 Unity Street, Clerk to the Governors.
College Green, Bristol.

CLITHEROE GRAMMAR SCHOOL FOR GIRLS. ASSISTANT MISTRESS wanted; to commence early in February; Graduate; essential subject, French. Commencing salary, £100 with increment according to scale.—C. M. HENDERSON, M.A., Head Master.

X Other School and Teachers' Advertisements are continued on pages 103, 104, 105, 106, and 107. **X**

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

have a large number of GIRLS' SCHOOLS on the books of their Transfer Department, but **ISSUE NO LIST.** On learning a Purchaser's qualifications, and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** or **PARTNERSHIP**. High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

No. **TRANSFER** or **PARTNERSHIP** in very well known School of the best class, at a favourite South Coast Resort. Present numbers about 20 Boarders. Accommodation for 40. Magnificent premises. Price for goodwill matter of arrangement.

No. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON**. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. **TRANSFER** of exceedingly flourishing Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET PROFIT ABOUT £1,000.** 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. Very flourishing School for the Daughters of Gentlemen, mainly Day Girls. 54 Pupils. Gross receipts nearly £1,300. Excellent Premises, in a fashionable residential district in the Home Counties. Only £550 asked for the goodwill. **EXCEEDINGLY GOOD OPENING.**

No. **TRANSFER** of old-established and successful Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES**, standing in 3 acres of grounds. Only £500 required for goodwill.

No. **TRANSFER** of old-established and successful Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. **PARTNERSHIP** in Boarding and Day School, in beautiful country, about 25 minutes by train from London. 28 Day Girls and 2 Boarders in the school. Prospectus fees for Boarders from £60 to £90 per annum. Accommodation for 12 to 16 boarders. **VERY SUITABLE FOR A PARTNER WITH SOME CONNEXION. VERY LITTLE CAPITAL REQUIRED.**

No. **PARTNERSHIP** in one of the best-known Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

No. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL**, close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders; at

present contains 10. Suitable for a lady **WISHING TO MOVE**, or with a **GOOD CONNEXION.**

No. **PARTNERSHIP**, suitable for a **WELL QUALIFIED MISTRESS**, in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well qualified partner, especially with a little general connexion. **LARGE CAPITAL NOT REQUIRED.**

No. **TRANSFER** of old-established and successful Day School and Kindergarten in the **SUBURB OF A SCOTTISH CITY**, giving an **EXCELLENT EDUCATION, ON MODERN LINES**, containing about 80 Pupils. Prospectus fees 4½ to 21 guineas. Income nearly £1,200 per annum last 3 years.

No. **PARTNERSHIP**, with or without a view to Succession, in exceptionally successful **SCHOOL IN LONDON, for BOARDERS ONLY. FULL** with 22 Pupils. Prospectus fees £95 to £115 per annum. Gross receipts over £2,100, and Profits over £400, the latter **CONSIDERABLY INCREASING**. Good House and Garden, held on **FAVOURABLE TERMS**. Half-share of Goodwill, £480.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 102.

UNIVERSITY OF WESTERN AUSTRALIA.

LECTURESHIP IN FRENCH AND GERMAN.

A LECTURESHIP for the above should reach the CHANCELLOR, University, Perth, Western Australia, not later than March 14th, 1916. The tenure of office shall, in the first place, be for a period of three years. Salary £400 per annum. Copies of the Conditions of Appointment may be obtained at the Office of the AGENT-GENERAL FOR WESTERN AUSTRALIA, Savoy House, Strand, London, W.C.

THE ANGLO-FRENCH SCHOLASTIC AGENCY, 26 PLACE TOLOZAN, LYONS, FRANCE, finds FOREIGN TEACHERS for SCHOOLS IN ENGLAND; finds situations for Teachers and Governesses on the Continent. Write for particulars of Qualified French Teachers. No charge to Principals.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials 6d. per dozen. Examination Papers. Perfect work. — MAUD GLENISTER, 3 Friern Park, North Finchley, N.

KENDRICK SCHOOL, READING. — Required at once, PHYSICAL EXERCISES MISTRESS trained and experienced, for full or part time, to take work in two Secondary Schools. Applications, with three copies of testimonials, to HEAD MISTRESS.

KENT EDUCATION COMMITTEE.

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS, WHICH WILL BE VACANT AFTER EASTER:—

COUNTY SCHOOL FOR GIRLS, CHATHAM. SCIENCE MISTRESS, to be responsible for Experimental Science, Chemistry, Physics, Electricity, and to teach some Mathematics.

A Science Degree and experience essential. Training desirable. Initial salary £110-£120, rising to £170.

COUNTY SCHOOL FOR GIRLS, RAMSGATE. ASSISTANT MISTRESS. Subjects required: Latin and History. German and Cookery are also desirable.

Degree and Training essential. Initial salary £100-£120, rising to £170.

Application forms and scales of salaries will be furnished by the HEAD MISTRESS of the respective schools on receipt of a stamped addressed envelope. FRAS. W. CROOK, Secretary.

January, 1916.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, DARTFORD. Wanted immediately, a SCIENCE MISTRESS qualified to teach Botany and Geography.

Initial salary according to qualifications and experience.

University graduate desired with good Secondary School experience.

Forms of applications and scale of salaries may be obtained from the HEAD MISTRESS on receipt of stamped addressed envelope. FRAS. W. CROOK, Secretary.

January, 1916.

ADVERTISEMENT and other matter for MARCH issue should reach the office by February 22nd. Urgent Notices of Posts Vacant and Wanted can be received up to February 23rd (first post).

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

DOMESTIC SCIENCE MISTRESS wanted, to begin work as soon as possible. Special subjects: Cookery, Dressmaking, and Needlework. Training and experience essential.

The Domestic Science side of the School is new and the Mistress appointed will initiate the work. Salary £90, £100 and £110 in 3 successive years with board and residence; holidays included if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

SHANGHAI MUNICIPAL COUNCIL.

THOMAS HANBURY SCHOOL FOR BOYS.

Two Residential ASSISTANT MASTERS will be required for this School, to leave London in July next.

Candidates should be unmarried, between 23 and 30 years of age, and should possess the ability to teach the usual class subjects, including Singing and Drawing.

Salary, Taels 115, 115 and 140 per mensem during first agreement for three years, with board, lodging, and participation in the Superannuation Fund.

The value of the Tael at present rate of Exchange is about 2s. 7d., but it is liable to fluctuation.

Second-class passage to Shanghai will be provided and half-pay during journey. Candidates must not be eligible for Army service.

Further particulars of these appointments may be obtained of the Council's Agents, to whom applications should be sent as soon as possible.

JOHN POOK & CO., Agents for the Municipal Council of Shanghai, 68 Fenchurch Street, London, E.C.

January, 1916.

WANTED immediately, experienced temporary resident MISTRESS, may be permanent post, to teach English, History, French, Arithmetic to Junior and Senior Oxford Candidates. Apply — Miss PARKES, Wincham Hall, Northwich.

X Other Transfers and Partnerships are on pages 75 and 76; other School and Teachers' Advertisements are continued on pages 104, 105, 106, and 107. **X**

apparently above it, is the sea; the yellow sheaves stand out against deep blue of the waves, and topmost of all are the fishing smacks in the offing, like the gables or pinnacles of a homestead.

"I still followed the cliff path, and an hour's walking brought me almost to B.-d'A., the main object of my tour," is the natural beginning. *Et qu'on achevait*. Best by a sentence: "The harvesting was at its last stage." (Mowing and reaping were often confused). *Mais mon champ*: "My field, however, was a perfect gem—a narrow plot of rich corn land marked off on the steep slope, hedged all round, and the ocean atop of all." Tennyson's "crowned with summer sea" records the same phenomenon, and is tempting, but for the startling climax the French order of words must be preserved. *Mais*, like the Latin *at*, is really exclamatory, but it contrasts this cornfield with the late, and therefore poor, harvest of the year. *Jeu de la perspective*: not "optical illusion," but "effect of foreshortening." *Etaient posées*: not "were placed," but "the stooks stood so erect." *Une pauvre vache insouciant*: "a solitary apathetic cow." *Tout cela*, "The whole landscape breathed peace and calm, a Pastoral and an Epic in unison." "This eclogue" smacks of the construer. *Philosophique*: "so appeals to the philosophic mind." What Wordsworth meant when he used the phrase is clear. With Hugo it probably only signifies that Nature presents violent contrasts. In the following sentence, a dash instead of the last comma would make the construction clear. How could the spectacle set the figures in it musing? *Un liseré violet*: "A line of distant blue."

A caution may be added against an error in English that is growing common: "Leaving the field, the scene changed."

A Prize of Two Guineas is offered for the best translation of the following lyric of Charles Fontaine:—

Mon petit fils qui n'as encor rien vu,
A ce matin, ton père te salue;
Vien-t-en, vien voir ce monde bien pourvu
D'honneurs et biens qui sont de grant value;
Vien voir la paix en France descendue,
Vien voir François, notre roy et le tien,
Qui a la France ornée et défendue;
Vien voir le monde où y a tant de bien.

Jan, petit Jan, vien voir ce tant beau monde,
Ce ciel d'azur, ces estoiles luisantes,
Ce soleil d'or, cette terre ronde,
Cette ample mer, ces rivières bruyantes,
Ce bel air vaque et ces nuës courantes,
Ces beaux oyseaux qui chantent à plaisir,
Ces poissons frais et ces bestes paissantes;
Vien voir le tout à souhait de désir.

Petit enfant! peux-tu le bien venu
Estre sur terre, où tu n'apportes rien,
Mais où tu viens comme un petit ver nu?
Tu n'as de drap, de linge qui soit tien,
Or ny argent, n'aucun bien terrien;
A père et mère apportes seulement
Peine et soucy, et voilà tout ton bien.
Petit enfant, tu viens bien povrement!

De ton honneur ne veuil plus être chiche,
Petit enfant de grand bien jouissant,
Tu viens au monde aussi grand, aussi riche
Comme le roy, et aussi florissant.
Ton héritage est le ciel splendissant;
Tes serviteurs sont les anges sans vice;
Ton trésorier, c'est le Dieu tout-puissant;
Grâce divine est la mère nourrice.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by February 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

These School and Teachers' Advertisements are continued from page 103.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

RIPON GIRLS' HIGH SCHOOL.

The Governors invite applications for the post of SCIENCE MISTRESS at a salary of £120 per annum. For further particulars apply to HEAD MISTRESS, High School, College Road, Ripon, to whom applications must be sent in not later than the 7th February next.

M. KIRKLEY,
Town Clerk.

RAINE'S FOUNDATION SCHOOL FOR GIRLS.
ARBOUR SQUARE, STEPNEY, LONDON, E.
(Recognized Secondary School.)

The Governing Body invite applications for the following position:—

A FORM MISTRESS specially qualified to teach English; ability to teach elementary Latin and French desirable. Candidates must be Graduates (or possess equivalent qualifications), and be willing to assist with Games.

Minimum commencing salary at the rate of £120 per annum, payable monthly, and rising by annual increments of £10, during satisfactory service, to a maximum of £220 per annum.

Forms of application, which should be returned before or by February 23rd, may be obtained by sending a foolscap envelope (stamped and addressed) to the HEAD MISTRESS.

COUNTY HIGH SCHOOL FOR GIRLS, SALE.—Required, at Easter, TRAINED MISTRESS for GYMNASTICS, Remedial Exercises, Games, Swimming, Dancing. Junior English Subjects. Apply, before February 8th, to the HEAD MISTRESS, stating qualifications and experience. Salary £100-£115.

MONTGOMERYSHIRE
INTERMEDIATE AND HIGHER
EDUCATION COMMITTEE.

LLANFAIR COUNTY SCHOOL (MIXED).

Applications are invited for the post of HEAD MASTER of the above School, which will become vacant on the 10th September next. Commencing salary £250 per annum.

The School was opened in 1894, and there are now 42 pupils on the Registers.

The Head Master must be a Graduate of a University in the United Kingdom, or have such other equivalent qualifications as may be approved by the Board of Education.

Thirty printed (or duplicated) copies of the Letter of Application, which must state age and qualifications, and of not more than three recent testimonials, to be sent to the undersigned by not later than the 25th of March next.

No original testimonials should be sent, and no copies will be returned.

Candidates canvassing, directly or indirectly, will be disqualified.

GEO. D. HARRISON,
Welshpool, Clerk to the Higher Education
26th January, 1916. Committee.

HANTS EDUCATION
COMMITTEE.

EASTLEIGH PUPIL-TEACHERS' CENTRE.

Wanted, after Easter, ASSISTANT MISTRESS, graduate preferred, for Mathematics and Science (Botany, with elementary Chemistry and Physics); Games desirable. Commencing salary £110. Application form on receipt of stamped addressed envelope from D. T. COWAN, Director of Education, The Castle, Winchester, to be returned to him by 29th February.

TESTIMONIALS.

EXPERT WORK. IRRESPECTIVE OF LENGTH.

15 copies each of three (no carbons), 2/6;

30 of one, 1/6.

All Uniform Copies. Applications, &c.

The Vincent Typewriting Bureau

Manager: Mr. F. VINCENT (Lond. Univ.),
Doverfield Road, Brixton Hill, London, S.W.

SURREY EDUCATION
COMMITTEE.

WHYTELEAF COUNTY SCHOOL FOR GIRLS.

Wanted, for the Summer Term, 1916, an ASSISTANT MISTRESS with University Degree or equivalent, to teach English and History throughout the School. Training or experience desirable. Salary £110 per annum, with annual increments of £5 to a maximum of £200. Forms of application may be obtained from the HEAD MISTRESS, to whom the applications, with copies of testimonials, should be forwarded not later than March 4th, 1916.

JOHN E. YOUNGHUSBAND,
Clerk to the Governors.

BURTON-ON-TRENT
ENDOWED SCHOOLS.

THE GIRLS' HIGH SCHOOL.

Wanted, in May, a GEOGRAPHY SPECIALIST. Previous experience essential. Needlework a recommendation. Initial salary £130 a year, non-resident. Applications, together with copies of testimonials, should be sent to the HEAD MISTRESS.

SCIENCE MISTRESS—

Botany and Chemistry—resident, required May next. Degree and training or experience desirable. Salary £70 to £90 with increase, and laundry. Wesleyan preferred.—PRINCIPAL, Penrhos College, Colwyn Bay.

KENSINGTON HIGH SCHOOL,
(G.P.D.S.T. LTD.), ST. ALBANS ROAD, W.
SCIENCE MISTRESS wanted for next term. Chemistry, Physics, Elementary Mathematics. Cambridge Tripos preferred. Experience essential. Apply to the HEAD MISTRESS.

LADY GARDENER and

ASSISTANT MATRON, wanted for Girls' Industrial School, Gilmerton: salary £50. Applications, with full particulars and copies of testimonials, to be sent to Mr. FORBES MONCRIEFF, Secretary, 22 Hill Street, Edinburgh.

ADVERTISEMENT and other matter for MARCH issue should reach the office by February 22nd. Urgent Notices of Posts Vacant and Wanted can be received up to February 23rd (first post).

TO ASSISTANT MISTRESSES.

IMMEDIATE, HALF-TERM AND EASTER VACANCIES.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments.

Mistresses seeking posts in Girls' or Boys' Schools for the Half Term or for after Easter should apply forthwith.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

Senior English Mistress with good qualifications and experience. **Wanted in May next.** County School in London. Salary £140 non-resident.—No. 160.

Mistress to take Geography throughout the School up to Matriculation standard and Arithmetic to Forms II and III; also Nature Study. **Wanted now or at Easter.** Commencing salary £120 non-resident.—No. 172.

Mistress for Mathematics, Latin, French, Music, History. Must hold good certificates or degree. Boys' Grammar School. Commencing salary £100 non-resident.—No. 167.

Experienced Mistress to take Geography up to Matriculation standard. Other subjects desirable. Salary £100 to £140 according to qualifications, &c.—No. 166.

Assistant Mistress to take Latin throughout the School, and general subjects. Salary £100 to £140 non-resident, according to qualifications, &c. County School.

Assistant Mistress for French, easy Latin, Arithmetic, and general English. Salary about £60 resident. Boys' School.—No. 097.

Assistant Mistress for ordinary Form subjects, including Mathematics and French. Graduate looked for. Commencing salary £100 non-resident.—No. 092.

Senior Mistress for Form V, to take Latin throughout the School, advanced English or History or French to Inter. Arts standard. Degree or equivalent desired. Salary £60 resident. **Wanted now or at half term.** No. 174.

Assistant Mistress for English, Latin, Greek, and French. University woman preferred. Boys' Grammar School. Salary about £60 resident.—No. 042.

Temporary Mistress for Mathematics and Latin up to Matriculation standard, also good History and Arithmetic. Salary £50 resident.—No. 163.

Assistant Mistress for Algebra and Geometry to Senior Cambridge standard. Ordinary Form subjects. Secondary School near London. Salary about £50 resident.—No. 162.

Temporary Mistress with good qualifications in History. County School for Boys near London. Salary £40 per term non-resident.—No. 157.

Temporary Assistant Mistress for History or French and Music. County Dual School. Salary about £2 5s. per week non-resident.—No. 148.

Assistant Mistress able to prepare pupils for Senior Oxford or Cambridge in all usual subjects. Churchwoman. Superior School. Salary about £50 resident.—No. 136.

Experienced and capable Mistress for usual School subjects. Must have successfully prepared for Examinations. Salary £50 resident.—No. 122.

Assistant Mistress for Mathematics to Matriculation or Higher Local and History. Elementary Latin if possible. Salary about £50 resident.—No. 120.

Assistant Mistress for good Arithmetic, Algebra, and Geometry. General English. Some experience. Churchwoman. Salary about £55 resident.—No. 116.

English Mistress able to prepare for Senior Cambridge in English, Arithmetic, Composition, French, elementary Mathematics. Salary about £50 resident.—No. 101.

Assistant Mistress to prepare boys for Junior College of Preceptors in English, Mathematics, Magnetism and Electricity, Mechanics, and Drawing. Salary about £50 resident.—No. 086.

Assistant Mistress for Modern Languages or Mathematics. Latin and History. Some experience desired. **Wanted at Easter.** Salary £50 to £60 resident.—No. 084.

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Mistress for Chemistry and Mathematics for Cambridge Locals. Class Singing and Geography a recommendation. County School. Commencing salary £100 non-res.—No. 138.

Mistress for Science and Mathematics. Geography or Swedish Drill a recommendation. Endowed Grammar School. Salary £110 to £150 non-res. according to qualifications, &c.—No. 127.

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Assistant Mistress for Chemistry, Physics, and some General subjects. Salary about £60 resident. Boys' School.—No. 038.

Mistress for Mathematics, Chemistry, and Physics. Boys' School in Kent. Salary about £70 resident.—No. 121.

Temporary Mistress for Chemistry and Physics. County School. Fair salary, non-resident.—No. 100.

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ASSISTANT MISTRESS required for first-rate Boys' School in the West of England, to teach Mathematics to London Matriculation standard, and Geography for Cambridge Local Examination. Salary offered £50, res.—No. 2,876.

MISTRESS required at once, for first-rate Dual School in the West of England, to teach English and History. A good teacher and disciplinarian essential. Salary offered £120 non-res.—No. 3,346.

TWO FORM MISTRESSES are required for first-rate Dual School in the West of England; would be a recommendation if one of them could offer French. Salary offered £100 non-res.—No. 3,347.

MISTRESS required at once for first-rate Boys' School in the West of England, to teach General Form subjects. Salary offered £60 res.—No. 3,330.

ASSISTANT MISTRESS required for important Boys' Secondary School in the North of England, to teach Elementary English and Mathematics, together with General Form work. Salary offered £150 non-res.—No. 3,313.

MISTRESS required for first-rate Girls' School in the Midlands, to teach Geography on modern lines up to the Senior Cambridge standard. It would be a recommendation to offer Needlework. Salary offered £130 non-res.—No. 3,279.

SECOND MISTRESS required for Private Boarding School for Girls in the Midlands, to teach Mathematics, Latin, Nature Study, and English. It would be a recommendation to offer Elementary Chemistry. Member of the Church of England essential. Salary offered according to qualifications and experience, in addition to board, residence, and laundry.—No. 3,185.

ASSISTANT MISTRESS required at once for first-rate Boys' School in the Midlands. The Master, who is leaving, takes the Upper Latin and English, i.e. to Senior Local Standard; it would be convenient if his successor could take this work, but, if necessary, the Head Master could rearrange it and give the mistress Middle Form work in the same subjects. Salary offered £150 non-res.—No. 3,319.

ASSISTANT MISTRESS required at once for first-rate Boys' School on the East Coast, to teach English as her main subject. Salary offered from £130 non-res.—No. 3,295.

ASSISTANT MISTRESS required for first-rate Boys' School in the Midlands. The lady appointed will be required to teach mainly in the Prep. School, but it would be an advantage if she could take some subject with higher forms, such as Mathematics or Drawing. Salary offered £120 non-res.—No. 2,993.

Mathematics and Science.

ASSISTANT MISTRESS required for first-rate Boys' School within easy reach of London, to teach Chemistry up to Intermediate B.Sc. standard as main subject. Candidate would also have to take some other subjects, to be arranged

Mathematics and Science—continued. (e.g. Mathematics, Geography, and French). Salary offered £150 non-res.—No. 3,068.

TEMPORARY ASSISTANT MISTRESS required at once for important Secondary School in S.W. of England. The most important subject required is Mathematics. Salary offered £100 non-res.—No. 3,339.

ASSISTANT MISTRESS required at once for large Boys' School in London, to teach Physics up to University Scholarship standard at least. Salary offered £40 to £45 per term non-res.—No. 3,331.

SCIENCE MISTRESS required at once for important Boys' School in N.W. of England, to teach chiefly Physics up to Inter. Science standard. Salary offered £120 non-res.—No. 3,215.

TWO SCIENCE MISTRESSES required for mixed Secondary School in N.W. of England, to teach Physics and Chemistry. Salary offered £120 to £140 non-res., according to qualifications and experience.—No. 3,275.

Kindergarten and Lower Form.

JUNIOR FORM MISTRESS required for first-rate Boys' School in the South-west of England, to teach English, Arithmetic, History, &c. Any of the following would be a recommendation:—Swedish Drill, Singing, Drawing. The candidate appointed will have entire charge of the lowest form, with possible duty with the highest forms, according to qualifications; and one who could help with Games would be welcomed. Salary offered £120 non-res.—No. 3,071.

MISTRESS required for high-class Private School for Girls in the Midlands, to teach the usual elementary English subjects. Salary offered £60 to £70 res.—No. 3,065.

MUSIC MISTRESS AND ORGANIST required at once for small Preparatory School within easy reach of London. The Mistress appointed, besides Music, will also be required to teach elementary English subjects. Salary offered £60 res.—No. 3,171.

MISTRESS (JUNIOR FORM) required for one of the best Schools in England. Subjects required are elementary Mathematics and Latin, besides usual English subjects. It would be a recommendation to offer Music. Salary offered £50 to £60 res.—No. 3,307.

MUSIC MISTRESS required at once for Grammar School in the Midlands. The work will be to take Class Singing and Music with boys and girls. In addition, the Mistress will be required to assist with ordinary work of a Boys' School, probably in forms containing boys not over 14. Any ordinary School subject for this purpose would be useful. Salary offered, £110 non-res., probably rising.—No. 3,243.

Modern Language and Foreign Mistresses.

MODERN LANGUAGE MISTRESS required for large Boys' High School in the West, to teach French and German on modern methods to Upper Forms of the School. Salary offered from £130 to £150, according to qualifications and experience, non-res.—No. 3,059.

Modern Language and Foreign—cont.

MISTRESS required for Girls' Secondary School in the Midlands, to take French (acquired abroad) and to offer, as subsidiary subjects, Needlework or Mathematics and Scripture (undenominational). Would be a recommendation to be able to take part in the Games. Salary offered £125 per annum, non-res.—No. 3,023.

ASSISTANT MISTRESS required for Girls' High School near Midlands, to teach French on the direct method throughout the School. Experience and degree essential. A candidate is looked for who has had long residence in France. Salary offered £110 to £150 non-res.—No. 2,974.

FRENCH MISTRESS required for Girls' Private School within easy reach of London. Besides French the candidate should be able to take some German if possible. Member of the Church of England essential. Salary offered, according to qualifications and experience, res.—No. 2,752.

FRENCH LADY required after Easter for one of the best Schools in England, to take charge of a small house of Girls. The lady appointed must speak French, entirely, in the house, and would be expected to attend to the housekeeping, &c. Salary offered £40 to £50 res.—No. 3,221.

FRENCH MISTRESS required for high-class Girls' School on the South Coast, to take entire charge of the French throughout the School. A lady looked for who is a good disciplinarian and who has had previous experience in a good boarding school. Salary offered £50 res.—No. 3,320.

FRENCH GOVERNESS required for three little girls in North Midlands. Besides French, the Mistress appointed must be able to teach English subjects, Drawing, and Piano. Protestant essential. A lady is looked for who is accustomed to country and who would enter into the pursuits and games of the children. Salary offered £50 res.—No. 3,267.

FORM MISTRESS required for Girls' Central High School in the West of England, to teach French and German. Degree or equivalent and good teaching qualifications essential. Commencing salary £110 non-res., rising by annual increments of £5 to £160—No. 3,151.

Domestic Science.

DOMESTIC SCIENCE MISTRESS required for Girls' Private School in London. Salary offered, according to qualifications and experience, res.—No. 2,924.

DOMESTIC SCIENCE MISTRESS required for Girls' School near Maritzburg. The candidate must hold a first-class diploma for Cookery, Dressmaking, and Needlework, and in addition must be competent to teach Housewifery, Laundry, or Millinery, or First Aid or Home Nursing. It is necessary to have had experience of not less than three years. Salary offered £90, £100, and £110 in three successive years, res. Passage paid out.—No. 2,952.

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English Mistress after Easter for Girls' Public Day School in Home Counties, able to also offer good German. Oxford, Cambridge, or London University woman preferred. Non-res. £120.—A 51687.

Assistant Mistress in July for high-class Private School in South Africa, to teach History, Mathematics, Latin, and general subjects to Matriculation standard. Degree desirable. Res. post with good salary and passage.—A 51551.

Junior Form Mistress after Easter for large Public Secondary School in North-west of England, to teach general subjects with Arithmetic and Nature Study, to children 8 to 11. Higher Local or equivalent, with or without Froebel Certificate. Experience essential. Non-res. £120.—A 50264.

Junior Mistress after Easter for high-class Private Day School on South Coast, to take two small classes of children between 7 and 9, and 10 and 12. Froebel trained Mistress not eligible. Res. £45 to £60.—A 50861.

Assistant Mistress middle of February for duration of War for Municipal Secondary School for Boys in the Midlands, to teach good elementary English and Mathematics, with general Form subjects. Good experience more important than high academical qualifications. Non-res. £150.—A 51609.

Assistant Mistress in March for mixed Secondary School in South-west of England, to teach Class Singing, elementary English and History, elementary Arithmetic. Degree or training and experience desirable. Non-res. £100 to £120.—A 51563.

Junior Mistress after Easter for high-class Boarding School on South-east Coast, to teach elementary Latin, elementary Mathematics, and help with some Secretarial work. A young lady who has passed London Matriculation or Higher Certificate preferred. Res. post about £40.—A 51381.

Senior Mistress after Easter for large Private High School on East Coast, to teach Mathematics, Latin, and French to Matriculation standard. Res. £55 to £60.—A 51674.

CLASSICAL MISTRESS.

Classical Mistress in September for Girls' Public Day School in Home Counties, to hold the post of Second Mistress. Cambridge, Oxford, or London University woman preferred. Experience essential. Non-res. £120 to £140.—A 51688.

MODERN LANGUAGE MISTRESS.

Modern Language Mistress after Easter for Girls' Public Day School in Home Counties, to teach French and German. Oxford, Cambridge, or London University woman with experience preferred. Non-res. £120 or more, according to experience. A 51679.

MATHEMATICAL AND SCIENCE MISTRESSES.

Assistant Mistress after Easter for high-class Private School in Home Counties, to teach Mathematics and Botany to Matriculation standard. Experience. Res. about £70.—A 51680.

Assistant Mistress after Easter for high-class Boarding and Day School on South-east Coast, to teach Mathematics, with Geography on modern lines. Churchwoman. Res. £40 to £50.—A 51090.

Geography Mistress after Easter for Public High School in the Midlands, to teach Geography throughout the School, with some Needlework in the Middle School. Experience essential. Non-res. £120 to £130.—A 50462.

Assistant Mistress in March for mixed Secondary School in the South-west of England, to teach Geography to Senior Oxford Local standard, and elementary Mathematics. Non-res. £100 to £120.—A 51564.

Science Mistress to join February 29th temporarily for the War, to teach Chemistry and Mathematics to Cambridge Local standard. Non-res. £100 increasing.—A 51525.

Science Mistress after Easter for Girls' Public Day School in London, to teach Science and elementary Mathematics. Oxford, Cambridge, or London University woman with experience. Non-res. post with fair salary.—A 51178.

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Mistress to take charge of a small Preparatory Department in High School in the North-east of England. Higher N.F.U. Certificate and experience essential. Res. £50 to £60.—A 51571.

Kindergarten Mistress in September for high-class Private School in South Africa, to take charge of Kindergarten and teach French to small children. Res. post with good salary and passage.—A 51549.

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ASSOCIATION OF HEAD MASTERS.

THE Incorporated Association of Head Masters held their twenty-fourth Annual General Meeting in the Guildhall on January 4 and 5. At the first sitting nearly a hundred members (two in khaki) were present. The retiring President (the Rev. E. F. M. MACCARTHY) introduced his successor Mr. W. W. VAUGHAN (Wellington College).

President's Address.

Mr. VAUGHAN, in reviewing the losses and gains of the last five-and-twenty years during which he had been a schoolmaster, compared the chief changes that he had witnessed to the introduction of "central heating." It gave us adequate, though not very genial, warmth, saved labour and fuel, and guarded against extremes of temperature. The State and the Local Authorities were the furnaces, and the Inspectors were the pipes through which the heat was distributed. There were fewer rooms in the educational mansion, but all of these were warmed, and no children were now left outside, literally and metaphorically, shivering in the cold. The gain was great and palpable, but there were defects and dangers in the new system that must not be overlooked. Wisdom had not always been shown by the distributors of heat. Now and then the pipes had choked, and maybe some fires that were burning brightly through individual effort had been damped, but the work had been faithfully done, and the educational temperature had been raised all over the country. Even hostels that did not admit the public pipes had been stimulated to replace their old grates by new. They were all aware of the defects of the central system. The open fire, with all its wastefulness, was a good ventilator. The atmosphere of a room warmed by a central furnace tended to become oppressive; there was a certain monotony and a want of individuality. It was an atmosphere where damp would not destroy, but where dry rot might—an atmosphere in which red tape lasted longer than red-hot energy, in which they expected to see pigeon-holes rather than visions. Conferences, Associations, Councils, Guilds of Teachers had sprung up to ventilate grievances—some real, some fanciful—of their own class or group, but these had also served to pump fresh air into the overheated and unventilated rooms. If the Board of Education and the Local Education Authorities could be regarded as bacteria in the educational body, associations like theirs might be depended on to play the part of phagocytes. Though he was little likely to belittle the work of Education Authorities or societies like that, there did, he thought, lurk some danger in their increasing number and exuberant vitality. Just as a man who devoted too much attention to the bacteria in his body might become *malade imaginaire*, so those who devoted too much attention to giving advice to the Board of Education and to one another might become sterile bores. The one essential quality in a teacher was a living personality, and there was too much trust in machinery. The stress of peaceful days would be much greater than the stress of war. Teachers would be called to build again on the ruins of the past, to restore their shaken, if not shattered, ideals; to see to it that the rising generation were better prepared than this for the battle of life—a preparation not only military, but of heart and character, inspired by the perfect devotion to duty that our enemies have shown. The future depended greatly on the men who could be attracted to the work of teachers. A splendid opportunity was offered of revitalizing the profession. There must be less talk of salaries and more of duty. When, twenty-five years ago, he consulted his old Head Master, Dr. Jex-Blake pointed out to him that from a worldly point of view the position of an assistant master not in Holy Orders offered few attractions, and, though the restriction of head masterships to clerics had since been removed, it was truer than ever now that the Civil Service offered more numerous and more tempting careers. Teaching must still be a vocation, not a business; and, as Arnold pointed out in a famous letter, the essential qualification demanded of a teacher is that he should be a Christian and a gentleman. Were all instinct with this spirit, we should not find it necessary to discuss how to teach patriotism in schools. Given the fire that is burning in the teacher's heart, the choice of subjects is comparatively unimportant.

A vote of thanks to Mr. MacCarthy for his services during his year of office was proposed by Mr. G. E. S. COXHEAD (Hinkley) and seconded by Mr. CHOLMELEY. Mr. Coxhead said that they desired to do honour to a veteran who was retiring after fifty-five years of active service, and thirty-three of them as a head master. He was ever a fighter since the battle for School Boards, when he was one of the famous Liberal Eight, with Joseph Chamberlain and Dr. Dale as comrades. The battleground had changed, but Mr. MacCarthy would oppose to the end the rival system with which we

were at grips. English teachers had never let themselves be made the tool of the Government, the Army, or the Democracy. The vote was carried by acclamation.

Position of the Teaching Profession as regards Military Service.

There was no resolution on the Agenda, but the PRESIDENT, in introducing a discussion, said that it was open to all members to draft one. The great majority of secondary masters had already attested, and no claim had been made that teachers should be placed in a privileged class, but complaints were raised that Local Education Authorities had abdicated their functions and left it to head masters to determine the minimum staff with which their schools could be worked. Mr. E. YOUNG (Harrow County High School) stated that eleven of his staff of fourteen had left him to enlist.

After some desultory conversation, on the motion of the REV. C. J. SMITH (Hammersmith), seconded by Mr. W. GILSON (Birmingham), it was resolved:

"That masters who, having attested, are certified as medically fit only for home service should be allowed to continue their work at school, and not be called up for service."

War Economies in Education.

Sir JOHN MCCLURE moved:

"1. That, in effecting economies in educational expenditure, reductions in the expenditure on administration, inspection, and material should precede economies more directly affecting the immediate needs of the children.

"2. That, in all schools under their control, the Board of Education and Local Authorities should at once reduce to a minimum their requirements as to inspections, examinations, returns, and all kinds of clerical work; and that the expenditure on prizes, school functions, plant, and apparatus should be, wherever possible, curtailed.

"3. That the present scale of salaries for assistant teachers should not be regarded as admitting of a reduction.

"4. That, whereas any reduction in the normal staffing of schools is directly injurious to education, wherever such reduction is necessitated by present emergencies it should be regarded as a purely temporary expedient.

"5. That this Association do consider the best means of reducing the expenses of school life, and that all its members pledge themselves to seize this opportunity of making simplicity of living a marked feature of English public schools."

The first four resolutions had been drafted by the Federal Council at the end of November, and would, he believed, be approved by the Association, though he himself could have wished the third, as open to misinterpretation, had been differently worded. He had inquired that morning of the Secretary of the Registration Council, and heard from him that many teachers living on very limited means had approached, and in some cases crossed, the narrow margin that separated them from starvation. He commended the policy that, he believed, Sir R. Blair had advocated before the London County Council, that it was better for efficiency to reduce numbers than to lower salaries. The Registration Council had made a careful inquiry into the matter, and the results were now being tabulated and digested. The last resolution, subsequently added, aimed not only at economy, but also at developing the corporate life of a school and making boys realize the pleasure of plain living.

Military Training.

Mr. MALIM (Haileybury) proposed:—

"That in the opinion of this Association military training in secondary schools should as soon as possible be reorganized under the direction of the War Office."

He reminded members of the resolution passed two years ago, "that military drill and the use of the rifle should form part of the training of all boys." He had no desire to add at the present moment to the burdens of the War Office, but they should make up their minds as to what they wanted when the War was over. A recent inquiry showed that there were ninety recognized Cadet Corps, and between thirty and forty unrecognized. Their chief difficulties had been financial. The O.T.C. were administered by the Department, and received a grant of £1 for every member over fifteen years, and the instruction officers are paid according to rank. Cadet Corps received no Government grant, and were not directly administered by the County Territorial Force. They formed a "secondary job," and were consequently neglected. Australia offered a model. Uniforms, rifles, &c., were provided; there was an allowance of 2s. for every cadet between the ages of fourteen and eighteen, and of £20 for each headquarters.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

THE Annual General Meeting was held at Merchant Taylors' School, E.C., on Wednesday, January 5. Resolutions that had been discussed and passed by the Council on the previous day were put to the meeting and carried. Mr. A. Somerville (Eton College), who succeeds Mr. G. D. Dunkerley (Watford Grammar School) as Chairman for 1916, presided. The first and most important resolution was on "Educational Economy," treated under five heads. It affirmed its belief that any reduction in State grants for education would be false economy and gravely prejudicial to the welfare of the nation; that both the Board of Education and the Local Authorities at once reduce to a minimum their requirements as to inspections, returns, and all kinds of clerical work, and curtail expenditure on plant, apparatus, and prizes; that the present scale of salaries for assistant teachers does not admit of reduction in any case; that any reduction in the normal staffing of schools is directly injurious to education, and if ever necessitated by the present emergencies should be regarded as a purely temporary expedient.

Other resolutions demanded that on every Local Authority and governing body there should be at least one nominee of the teachers employed in the secondary schools, and again asserted the right of an assistant master to be heard by the governing body before his dismissal can take effect.

The last resolution recorded the gratitude of the Association to their fellow-teachers, more than eight thousand in number, who are serving in H.M. Forces, and their resolve, so far as in them lay, to fill the gaps in schools caused by the absence of their colleagues.

The able address of the ex-Chairman will be found in the current number of the *A.M.A.*

THE FOURTH EDUCATION CONFERENCE, HELD AT THE UNIVERSITY OF LONDON, JANUARY 3 TO 8, 1916.

THE fourth Conference of Educational Associations took place in circumstances of unparalleled national difficulty. Parliament was debating the advisability of compulsion for the half-million, more or less, single men who had not volunteered for military service under Lord Derby's group system. It speaks volumes for the sense of duty and responsibility which distinguishes the teaching profession that, after the longest and most trying term of 1915, so many of its members grouped in twenty-three educational bodies were again found willing to sacrifice one week of their hard-earned holiday in order to take counsel together and listen to the wisdom of their elders, the *emeriti*, and administrators, who can take a wider outlook than is possible for men and women absorbed in the daily round and routine of school life. In Exhibition Road the intelligent might have noted the signs of a popular gathering; but even there the signs of war predominated. In the broad roadway facing the Institute recruits were being drilled, and two brakes of wounded men were criticizing the performance. The Vice-Chancellor was dressed in khaki. The Great Hall was filled to hear Sir Oliver Lodge, Principal of Birmingham University. His subject was "Education after the War."

School Teaching and School Reform.

Teachers as a class were far too conservative. They regarded new subjects as barely respectable. Two danger signals had been sent up in the Great War: by Germany the heavy, dull, mechanical grind of mere preparation for business; by Britain the neglect of things intellectual, inattention to facts, and widespread ignorance even among the governing classes. The fact stares us in the face that education has not led to widely diffused knowledge. We are behindhand in initiative. Capable men were not called in at the start; only now are we beginning to organize; manufacturers refrained from consulting experts. Inspection by the ignorant and

inexpert has proved an extravagant farce. We have been saved as by fire by men and women outside the governing circles; our eyes are open to the national peril. Sir Oliver then dwelt on some special aspects of educational questions, and it was astonishing to note how his wide survey of the field was confirmed afterwards in the meetings of the different associations treating such a matter, say, as over-haste in education. He thought we had not yet found the right program for the average boy in the third and fourth forms. He is often marking time, protects himself against wrong teaching by inattention and listlessness; there is much dreary waste, and disciplinary troubles arise. For boys of this age education should be far more of a physical, practical kind, such as mechanical work, machinery, gardening, farm work, natural history collections, the study of electrical and chemical phenomena, drawing, music. The mental and intellectual should be relaxed; thought should be stimulated on the lines he suggested. The mind should not be forcibly fed by books; these should be consulted as needed. We know little of the route when a friend personally conducts us in a strange town. Yet some adults began their study of geography after the declaration of war. Youth needs intellectual rest; when it is denied, the habit of inattention grows with fatal facility. With regard to differentiation for literature or science, picked pupils should not study either exclusively. Instruction in the branch for which the student has aptitudes is not so necessary as instruction in the other. The scientific student needs literary expression. We teach the three "R's," but our children cannot read intelligibly, and their speech is slangy. Our schools often fail to discover the brains of the nation; a Faraday and a Watt rise from the ranks by their own efforts, not by our system. England has not believed in education. We must have a period of national stock-taking. When will there ever be such an opportunity of inculcating patriotism? Boys need bodily discipline and character training. Many costly middle-class schools combine all the evils and none of the advantages of the public schools.

TEACHERS' GUILD.

TUESDAY, JANUARY 4 (MORNING).

CANON MASTERMAN, in his Presidential Address, dealt with "Education as a Factor in International Peace." We had presented to us at this moment the spectacle of a noble people corrupted by education, and moulded by an unscrupulous oligarchy. In Germany the teacher was the servant of the State, and the love of the Fatherland had been degraded by an admixture of arrogance and insensate ambition. With us the "Rule Britannia" spirit was counteracted by a sense of humour and self-criticism, but these saving virtues the German lacked. Education had, in the course of history, produced one or two colossal catastrophes. Much had been said about the dangers involved in ecclesiastical control, but those involved in political control were equally great. Education ought never to be allowed to become an instrument in the hands of the State. As some protection against such a danger in this country, he mentioned the system of non-provided schools, the encouragement of local influences, and the limitation of the control of the State over Universities. The teacher's work should be ethical, not political. We wanted a clearer idea of our aim in education. Medieval education had a definite aim, so had German education; modern British education had none. The results were not proportioned to the cost and the effort. We wanted an international mobilization of educational forces. He would like to see a Conference of Allied Nations to consider how the present fellowship is to be maintained. At the same time, he felt that much of the internationalism preached at the present day was unattractive. Nationalism was a great power for good; we must not wish to see it weakened. Peace, too, was made sometimes an unattractive ideal, because it was conceived as a mere negative—as life without sufferings, pains, adventure, or heroism. What was needed was to show that the heroic virtues need not languish in time of peace. This was difficult. Exploration was nearly finished, and research was for the few. The only possibility left was the adventure of the soul, and this must supply the needed heroic element. The demand of the world was for justice; true peace must be founded on justice, not on revenge. Teachers must cultivate in children the sense of justice for all nations; they must develop imagination and sympathy. Foreign history was unfortunately too often crowded out; but it should be taught, and taught from the point of view of the

foreign nation. He would like also to see more contemporary literature read in schools, including Russian (in translations) and cuttings from French periodicals. At the same time, children should be taught about the British Empire, and learn that it is great because it gives freedom to the nations contained in it. It was the highest form of political organism yet evolved. He would like a textbook written in the five languages of the Allies showing the value to the world of small nations. To stamp out the life of any nation with a developed self-consciousness was a kind of murder, hateful to God and man. The sense of fair play was formed in our playgrounds more than in our classrooms, but we had no monopoly of the virtue; and as peoples became articulate, they all demanded justice. Education meant the substitution of the sense of justice for that of self-interest. We should teach children that the ultimate test for any course of action is, "Is it fair?"

TUESDAY, JANUARY 4 (AFTERNOON).

The subject for discussion in the afternoon was "Part-time Education after Fourteen." The chair was taken by Mr. Ferguson, educational adviser to Messrs. Cadbury & Co.

Mr. J. H. REYNOLDS (Manchester) said that there were now about 71,000 half-time children, chiefly in textile districts, and 193,000 children left school at thirteen, many entering casual or "blind alley" occupations. The first thing needed is to abolish half-time. What the best fathers would desire for their own children the nation should seek to give to all. Two things were wanted after fourteen—technical training and the further study of school subjects, the humanistic included, and also the study of duties and responsibilities of citizenship. Evening schools for adolescents between fourteen and seventeen should be a thing of the past. We talked of capturing German trade, but it could be captured only by the same methods as had produced it—education and science. In agriculture science and skill were needed; therefore country children must have the best education possible. Yet there was a cry for reducing the leaving age. The Wiltshire County Council was an honourable exception. Evening schools were unsatisfactory, only one-third of the students took an organized or systematic course; and the average attendance was about 60 per cent. Out of 2½ millions of boys and girls between fourteen and seventeen only about half a million got any schooling at all. In a certain Lancashire borough with 185,000 inhabitants, three young people at least out of five ceased their education wholly at or before fourteen. The Post Office had recognized its responsibility to its junior staff, so had a few employers. Instruction must be given during the day working hours. In Munich, where the system of continuation schools is so highly developed, all but 8 per cent. of the children enter definitely taught trades. The example of Munich was being followed all over Germany.

Mr. J. C. MAXWELL GARNETT (Municipal School of Technology, Manchester) said that in education we wanted continuity. The first way to get it was to make education specific in the last years of the educational period. The nearer a pupil was to entering upon life the more must his practical needs be kept in view. This applied to all education from the University downwards. A University student should have decided on his profession before the end of his first year. Children who were destined to enter industrial life at fifteen should leave the elementary school at twelve or thirteen and spend two years in a Junior Technical School which gives a literary as well as a technical education. For the last two years of the elementary school a different type of education was required, the centre of which should be manual work. The second means of continuity was part-time education, which must be conceived not as an alternative to whole-time education, but as a continuation of it. Six years of half time was not an equivalent for three years of whole time. In Manchester the provision for training the ordinary workman was very defective. Civic subjects should include economics, so that workmen might understand something about production, capital, and wages. He agreed that the part-time courses must be conducted in the day time. Finally, the system must be democratic, and in that respect totally different from the German system. Entrance to the Universities must be possible for part-time students. This would necessitate change in the matriculation examinations.

Mr. A. C. COFFIN (Director of Education, Bradford) said that day continuation schools were most successful when established by employers for their workpeople; those organized by Local Authorities or voluntary effort were less successful, because the element of compulsion was lacking. The whole question was wrapped up in compulsion. He recommended taking half the necessary hours from the employers' time and half from the workman's.

A brief discussion followed.

SOCIETY OF EDUCATION.

MONDAY, JANUARY 3.

THE Chair was taken by Canon MASTERMAN, who said that the Society hoped shortly to publish its first volume of transactions.

Dr. A. R. ABELSON gave an account of the investigations into mental deficiency which he had been carrying out in some London County Council schools. The tests used were (1) grip, with use of dynamometer; (2) tapping with sharp instrument as quickly as possible; (3) crossing out rings; (4) crossing out sets of dots; (5) memory for sentences; (6) memory for forms; (7) geometrical figures; (8) discrimination of length; (9) interpretation of pictures; (10) opposite meanings; (11) observation; (12) recognition of absurdities in sentences. The results were calculated by means of Prof. Spearman's "Method of Ranks." Each test was tried twice with each child. The speaker proceeded to speak of the pitfalls which beset the use of mental tests. The Binet-Simon system was a good beginning in this department of psychology, but the time had come for its development and improvement. It was essential to know exactly what each test investigated. Tests must be reliable and consistent with themselves. A large number of exercises must be given. The tests must proceed from the easy to the more difficult. They should depend as little as possible on scholastically acquired knowledge. "Emotional stupor" on the child's part was a frequent source of error. Psychologists differed about the nature of mental ability, some holding that all mental activities were independent of one another, others that there was a general intelligence or ability common to all mental processes. He inclined to the latter view. His investigations indicated that mental deficiency consisted in a general lowering of all mental functions, since it is a condition resulting from a defective supply of intellectual energy. He found that in the case of normal children all the tests employed, except "grip," "tapping," "memory for form," and "interpretation of pictures," gave satisfactory correlations with ability and with each other. In the case of defective children, the diagnostic value of all the tests was much the same. The "grip" and "tapping" tests were almost as valuable as the "memory for sentences" test. This was a remarkable result. The success of the first was connected, no doubt, with the fact that defective children were generally of poor physique and weak will, while the failure of the children to "tap" confirmed his view that mental deficiency showed inability to execute what the will desires to carry out. It was noticeable that some children do fairly well at tests who fail badly at school work, a fact which deserved special investigation. Others again showed precocious conversational power, but could do nothing. Some children with evil tendencies were irritated and demoralized by the forced immobility and dullness of our elementary school system. Others with a highly nervous temperament found dull routine unbearable. Many of these did much better at the special schools, where conditions were less constrained and they were allowed to be active. It was time that they realized that there was something wrong with a system which treats abnormal children by normal methods and normal children by abnormal methods.

Mr. C. BURT (London County Council Psychologist) gave an account of investigations he had made into the correlation of mental or general ability and scholastic ability. He had examined 600 defective and 3,000 normal children in elementary class subjects and by means of mental tests. He found that, on the whole, ability in one subject tended to carry with it proficiency in others. This made him suspect a central underlying intellectual element. Composition was the best test of general intelligence, if it was marked for power of systematic relevant thought and not for knowledge of facts. Scholastic ability coincided to a great extent with general ability, but there were children who are scholastically defective but efficient for social purposes. Defectives advanced slowly till twelve years of age, and then stopped. The deficient of fourteen was generally on a level with the average child of eight, but the range of deficiency was great. Ability was distributed in the child community symmetrically. It could be predicted what number of children would fall above or below the normal level, and how many children were capable of further education. A defective child might be defined as one who is 30 per cent. below par, a backward child as one who is 15 per cent. below par.

MODERN LANGUAGE ASSOCIATION.

WEDNESDAY, JANUARY 5.

MR. EDMUND GOSSE, in his Presidential Address, raised the question of the study of modern languages after the War. It is certain, he said, that politics have influenced the study

of foreign languages. The peace with France at the close of the seventeenth century was followed by increased attention being given to the French language in this country; and the first impulse to the study of German was curiosity to understand the temperament of the allies who fought with us at Waterloo. In earlier times, however, wars were the affairs of governments and armies, and there were always a large number of persons who stood aloof from the military interests of the country. The present War is unprecedented in the unanimity of the national interests involved; it represents with us the effort of a whole Empire, and the same is true of other nations. We must certainly expect that after such exacerbation of feeling, political bias will more than ever affect the study of languages. This question therefore we must put to ourselves: Is the study of German to be relegated after the War to a place entirely subordinate to that of the languages of our Allies? Some light may perhaps be thrown upon it by observing the trend of opinion in German educational circles with regard to the converse matter, that is to say, the cultivation in Germany of French and English studies after the War. He had investigated, so far as was possible, the state of German feeling, and had arrived at certain conclusions. In the autumn and winter of 1914, the violence of the German hatred of England and France knew no bounds; with regard to England especially it assumed in highly educated and hitherto balanced persons the characteristics of hysteria, almost of insanity. The manifesto of the ninety-three intellectuals, published in October 1914, had appalled him as much as all the excesses of the German soldiery. He did not believe that spirit could last amongst men of cultivation, and as a matter of fact it had not lasted. In this first spasm of rage, however, there developed in Germany a stormy movement for omitting both French and English from the school curriculum. So serious a professional journal as *Die Neuen Sprachen* reflected this view, and many educational authorities expressed the opinion that the Teutonic languages were sufficient for themselves, and that, with a renewed attention to Latin and Greek, and perhaps a closer study of Oriental tongues, it might be possible to dispense with such debased and useless languages as French and English. Prof. Josef Hofmiller intervened with a contribution in which he admitted that there could be no doubt that French was played out as a world language, but that English stood on a different footing. Critics in Baden and Bavaria, however, expressed their preference for French as an educational medium, and said that they could get on very well without English. It was all the more remarkable that the question of dropping English should have been raised because up to the time immediately before the War, it was taking the foremost place in the *Gymnasien* and *Realschulen*. The six years English course was a conspicuous feature of German school training. Such were the first results of national hatred, acting more rapidly than usual. More recent discussion had led to the formation of two groups of opinion about what are called "cultural relations." There is one large group which, having recovered its sanity, admits that for the European brainwork of the future, international enmity must not be allowed a place in the field of scholarship and research. The other group continues to declare that international work in matters of this kind will have to be resumed with extreme reserve and must not be unduly hastened. Many German authorities speak with a great deal of common sense on this thorny subject. Dr. Hermann Oldenburg, for instance, had written, "We will not and shall not forget how much the culture of Germany and the world owes to French and English thought." On the other hand, Dr. Wilhelm Wied, Professor of Physics, asks whether it is possible or worth while to form any friendly relations with the scientific representatives of a nation so destitute of the least ability or wish to appreciate the thought of other nations as the English. Scientists were in general more bitter against us than scholars. Prof. von Wilamowitz-Möllendorf had lately issued a remarkable manifesto, which had not been noticed in any of the English papers. In this curious document the following passage occurred:—

"The academies and learned societies which guide public opinion in Germany have been watching every step which might prevent the resumption of international intellectual intercourse at the end of the War; but until the proper moment arrives for their intervention they will proceed no further. So far as we know, the French Academy is the only learned body which has adopted an opposite line, and it must take the responsibility of whatever consequences may ensue from its action. The manifestations made by isolated scholars in various countries must not be allowed to produce a mischievous effect on the resumption of correct connexions between corporate bodies after the conclusion of peace. Our hopes and our wishes should be allowed to extend no further than this—to acquiesce in whatever may ultimately prove in harmony with such reciprocal relations of the States as may be accepted after the conclusion of peace."

Coming from the man who filled an almost official position as the

recognized head of the German intellectual world, and who was also a representative nobleman of the highest *Junker* class, this declaration seemed to show that after a year of struggle, which had brought her no nearer to her dream of world domination than when she started, Germany had tacitly abandoned her hope of forcing the whole world to adopt her scheme of intellectual training. He was not one of those who laughed at the Teutonic scheme of imposing the Prussian form of mental and moral discipline upon the rest of mankind. It was the most formidable and most carefully planned attack upon the liberty of intelligence with which the world had been threatened since the days of Mohammed. If it had succeeded, it would have reduced the mind of man to permanent and hopeless slavery. Therefore there was something consoling in the relative moderation of the pronouncement of Prof. Wilamowitz-Möllendorf. Still, while the issues of the War were doubtful, neither side could approach the other. The French took a much more serious view of intellectual interrelations than we did. The French Academy had taken a strong line in repelling the possibility of intercourse after the War. M. Paul Sabatier had declared that the cleft between France and Germany in the world of letters could never be filled up. The view held by the intellectual leaders of France was that Germany had cut herself off from the benefits of civilization by her crimes. His impression was that in England we have not yet determined on an ostracism so complete. But if certain provinces of continental thought are likely to be closed to us, or at least made obscure and irksome in approach, there are others which should be more accessible. First, the noble language and literature of France. When the War was over, the last rags of our ridiculous "Pödsnappery" would be swept away, and we could expose ourselves to the radiance and warmth of the French genius. Then there was Russian. But ordinary people could not learn many languages, and a man of limited leisure could obtain more light and leading from French than from any other tongue.

THURSDAY, JANUARY 6 (MORNING).

Mr. VON GLEHN (Perse School) opened a discussion on "Methods of Treating the Reading Text in the Middle Forms." He drew a sharp distinction between intensive and extensive or rapid reading. In the latter case continuous translation should be dispensed with, and necessary explanations should, with rare exceptions, be given in the foreign tongue. The text thus read must be well within the pupils' powers of comprehension, so that they may feel the same directness of apprehension as when reading an English book. This will give enjoyment and a sense of increased power. The text might even be one which, if written in English, would seem childish. Books for voluntary reading at home should be one stage easier still. At advanced stages rapid reading becomes the main work of the modern language specialists, who thus acquire a knowledge of many of the masterpieces of French literature. Intensive reading, on the other hand, provides the linguistic study proper in specially composed or selected and carefully graduated texts, which provide the material for the processes of assimilation and reproduction. The one developed the passive knowledge or power of understanding the language, the other the active knowledge or command of the language for purposes of self-expression. As the pupils progress, the gap between the two grows wider; intensive reading approximates to what the French call *lecture expliquée*, and leads up to free composition, which is more than mere reproduction. In the pupil's fourth or fifth year—supposing him to begin at ten—this differentiation begins to become important. The speaker then took an extract from a French textbook, and showed in detail how he would treat it with a class without any use of English.

Miss A. L. HARGRAVES (St. Saviour's School) said she had come to the conclusion that it was wise to use translation in the middle forms. She thought the importance of method was overrated. So much depended on personality. Many good teachers would lose half their power if forced to adopt a method which was foreign to their temperament. She had found the Direct Method in use throughout her present school, but experience had led her to modify the scheme. One difficulty she found was that in reading lessons she had to go extremely slowly; otherwise haziness and inaccuracy resulted, and the disciplinary value of language teaching was lost. Other drawbacks were that the senior girls found translation, either to or from the language, very difficult, and that they had no solid foundation of grammar. They now worked on the Direct Method for the first two years, then came systematic study of grammar and the use of two reading texts—an easy one for rapid reading and one less easy for translation after preparation at home. This led to the discovery how few girls had any idea of correct or idiomatic English. Even in rapid reading she never hesitated to demand a translation of any specially difficult passage. The general result was the written work was better than it used to be,

the oral work not quite so good. Her conclusions were that the Direct Method was good with the lowest forms and the highest, and in all classes with clever girls and plenty of time. Where brains and time lacked, she preferred the old-fashioned methods in the middle forms.

In the discussion that followed, Mr. CROFTS (Masonic School) and Mr. S. A. RICHARDS (Hackney Downs School) supported, in the main, Miss Hargraves' views, while Miss Wright (Sittingbourne County School) pleaded for less translation and grammar, and more oral work for the slower children.

Mr. RIPPMAHN confessed that he was doubtful about the best methods to employ in schools of the type of St. Saviour's, supported the systematic study of grammar, and evoked the applause of the meeting by declaring that a considerable proportion of the children in such schools ought not to be learning any foreign language.

At the end of the morning session Mme D'ORLIAC-BOHN gave an address on the work of the Institut Français.

WEDNESDAY, JANUARY 5 (AFTERNOON).

The subject for discussion was "The Teaching of European History in connexion with Foreign Languages." Representatives of the Historical Association joined in the discussion. Mr. H. L. HUTTON (Merchant Taylors School) was in the chair.

Mr. A. J. B. GREEN (Perse School), in introducing two interim reports which had been drawn up, said that their leading idea was that the language teacher should fit narratives taken from European history into the school plan of historical studies.

Prof. HEARNshaw (King's College) said that recent educational thought had been marked by two movements, a sense of the growing need of specialization and an increasing recognition of the unity of knowledge. History, language, and literature were intimately connected; in classical studies they had always been closely associated. Mr. Stanley Leathes had recently advocated a fusion of the Historical and Modern Languages Triposes. The difficulty of such a scheme was that other subjects might with equal propriety be fused with history; for instance, classics, law, political economy, and the moral sciences. The policy of co-ordination was preferable to the policy of fusion. The aims of historical and literary studies were different. History aimed at developing imagination and sympathy, forming the judgment, inculcating a sense of truth, and giving information. The linguist studied language as the instrument of thought, and was more concerned with the style and form of a book than with its content. If we accepted the principle of co-ordination, the next question was who should teach the subjects. In the Universities and higher forms of schools, separate teachers were necessary; but in the lower forms, where the influence of the single mind over children was so important, the same person might well teach both. In the fourth year of school life a genuine co-operation between linguistic and historical studies ought to be possible, and European history should be studied at this stage, not English history with a few foreign attachments. He favoured a minimum of history in all honours triposes and would suggest the outlines of general history with special emphasis on certain periods. The use of French and German textbooks in the history classes or the converse use of historical textbooks for teaching French and German he thought impracticable, because in either case a study already sufficiently difficult would become further complicated.

Miss NEROUTSOS (Cambridge Training College for Women) said that it was impossible to do the degree work at Cambridge without a good deal of historical study; this was really forced upon the student of literature. She favoured the principle of co-ordination, and thought the teaching of history in the language hours impracticable.

Mr. C. E. K. MARTEN (Eton) was opposed to the idea of a general survey of history, which he thought more likely to result in muddle than in sound knowledge. The intensive study of a few periods was much better.

Miss HOWARD (James Allen's School for Girls) advocated supplementary reading by children. We assumed too readily that children could not read for themselves. Some European history might be used in the holidays, or books might be put in the form library.

Mr. VON GLEHN (Perse School) also thought that something might be done by supplementing reading both in and out of class, while Mr. JANAU suggested lectures with slides or a kinematograph; Mr. MANSION (Merchant Taylors School) the use of a simple *Histoire générale*, the relevant chapters of which might be read for an hour a week; and Mr. PEERS (Felsted) the selection of unseens and subjects for essays which were connected with history. Mr. B. J. HAYES said University authorities should be

urged to include more history in their examinations and, to make room for this, medieval studies might well go overboard.

Prof. TROPHIMOV (King's College) gave an address on "Chekhov and the Russian Drama."

HISTORICAL AND GEOGRAPHICAL ASSOCIATIONS.

A JOINT Meeting of these Associations was held at University College on January 7, to discuss the relations between Geography and History. Prof. LYDE took the chair.

Mr. H. J. MACKINDER, M.P., opened for the Geographical Association. He showed that physical geography was an unstable study, and that as students got deeper into it they found themselves studying climatology, geology, &c. The only thing that could give unity to the subject was the regional aim: that is, the interactions of man and natural phenomena in certain regions, the explanation of the environment of the human subject. After the War we should have to face a demand for much reorganization in education, and a return to fundamentals. He distinguished three essential intellectual elements: equipment with weapons specially human, that is, powers of expression and mathematics; scientific training, with a view to technical application; and "outlook" subjects, that is, history and geography, which must always be sisters. The aim of the latter subjects in education was not so much the discovery of new facts as the giving of perspective and poise. Democracy must learn where it stands amidst the clash of the nations. As regards Universities, he advocated complete separation of geography and history; the practical equipment of the geographer differed from that of the historian. But in the lower secondary and elementary schools we must forget pigeon-holing by subjects. The simpler the time-table the more the teaching will approximate to the teaching of the big world. Up to fourteen, therefore, the teacher should teach without thinking whether he is teaching history or geography. Space and time should go together, and the child should learn where he is in both. Teachers should be trained in both subjects, and no option allowed as now in training colleges. The man who knew one and not the other was blind in one eye.

Prof. RAMSAY MUIR spoke for the Historical Association. He said that he did not understand the doctrine of teaching time and space simultaneously; the teaching must be primarily either history with geographical facts or geography with historical illustrations. The indebtedness of history to geography is greater than that of geography to history. In the treatment of history the influence of physical facts was formerly too much neglected; now the danger was over-emphasis of those facts. The correlation of the two often worked out as correlation had done in the celebrated instance of the lady and the tiger. Spiritual movements were sometimes traced to geographical causes, as in the doctrine laid down in some textbooks that monotheism is a product of deserts. Overworked teachers, with little time for thought, were deluded by these easy and plausible generalizations, and there was a danger of history being materialized. The fate of the French and English colonies in North America could be traced to geographical facts, but only by leaving out vital human facts. The poisonous doctrine found in some books—"man is a part of the fauna of the earth-crust, and subject to the same laws as the rest"—contained, no doubt, an element of truth; but all the rest had to be taught by history, especially the moral progress of society. Natural societies, e.g. bees, were distinguished by ruthlessness; civilization is the diminution of ruthlessness and the growth of the spirit of justice. He wanted both geography and history in schools, and pleaded for separate and distinct treatment of the two.

Prof. FLEUR (Aberystwyth) held that in the lower parts of schools the two subjects should be taught by the same teacher, whose time-table should be elastic, so that he could expand the one or the other subject at any time as seemed convenient. In higher work separation was absolutely necessary.

Mr. ORFORD gave examples of the possibility of history being lost in geography, and Mr. ROGERS thought that all teaching about humanity should be left to the historian. Mr. THURSTON (Kilburn Grammar School) thought Prof. Ramsay Muir had been demolishing men of straw. He pleaded for better marks for geography in government examinations. Mr. WHITE held that in elementary schools the teacher for the two subjects must be the same. He wanted two pass degree courses for teachers—one in geography, history, and literature; the other in mathematics and science, the subject of education to be added in each case.

Prof. LYDE claimed that geography was an older science than

history. Primitive man was wholly subject to geographical conditions, but as regards historic man the true doctrine was not that his activities were caused by physical facts, but that they were controlled by them. Geography creates a fishing-ground, but not the fishermen; you may have the first without the second, but the second without the first is impossible. Man, his imagination, and his feelings are the supreme thing. At University College they had what he thought was probably the most geographical school of history in the world.

Miss REID (University College, London) held that students of history should study geography and *vice versa*; but in the time-table the two should be kept separate. The information was not the full benefit derived; each subject had a method of its own. The facts of geography were observable by the eye, the facts of history demanded sympathy, imagination, insight.

HISTORICAL ASSOCIATION.

THE Historical Association met at University College on Friday, January 7, Mrs. J. R. GREEN being in the chair. The subject for discussion was "The Teaching of Naval and Military History."

Mr. JULIAN CORBETT gave an address, much of which was devoted to a discussion of the smaller operations during the Napoleonic war, and especially of the Walcheren expedition, which he defended as a strategic expedition of the highest value. Naval and military history, he said, should never be taught apart, and the constant recurrence of co-operation between the fleet and the army should be emphasized. The chance for the teaching of naval history had come when Lord Fisher introduced the new scheme of training naval cadets. Such history was taught to cadets, not for purely technical, but for general educational, reasons. At Osborne the teaching was purely biographical, and designed both to foster a wholesome hero-worship and to give some idea of the exploits of the navy. At Dartmouth the more serious treatment began, and the meaning and effect of operations were explained. We must get rid of the idea that naval history is nothing but a succession of battles. At the Higher War College strategy and its connexion with political considerations were studied. Some naval history was economic—e.g. the unsuccessful expedition to Monte Video, which was destined to open up the markets of South America.

Mr. T. SECCOMBE (Sandhurst), after astonishing the audience with an account of a colonel who had never heard of the Indian Mutiny, said that England had averted her mind from military studies and urged the teaching of military history in view of the circumstances of the time.

Mr. G. CALLENDER (Osborne) said historians and history teachers shirked the navy because of the difficulties of terminology and the lack of good books. The navy had always been subject to a great natural Press Bureau—namely, the sea—which had curtailed the knowledge of its doings.

Mr. HODGES (Dartmouth) described the syllabus and system of teaching naval history on the "Britannia." Political history was taught in lines parallel to naval. Criticism was avoided. The important thing was to get a grip of the problem as it presented itself to the Admiral at the moment. A knowledge of the exact meaning of language was essential; such phrases as "command of the sea," "fleet in being," covered morasses of loose thinking.

Mr. BURN (Sidcot School), looking at the question from the Quaker point of view, agreed that it was necessary to teach military history. In giving such instruction, he tried to excite, on the one hand, admiration for heroism, and on the other detestation for war. The aim of such study was to learn how to avoid war.

Dr. MORRIS (Bedford Grammar School) said that, if feeling about battles was stirred up in boys, feeling about the political events which led to them would follow. We had to contend against the underlying belief of the British nation that the army was an institution of the "haves" to suppress the "have nots."

"Teaching of Imperial History" was the subject of the Saturday meeting, Mrs. J. R. GREEN being in the chair.

Sir CHARLES LUCAS dwelt on the variety of the problems which our Empire has to solve. Every conceivable race difficulty arises in our Colonies; every form of democratic constitution is or will be represented in it. Sir Charles alluded to the existing animus against the imperial idea. Many regard it as the offspring and parent of bombast and vainglory, and would fain give it the happy despatch. The history of England is that of the Empire. Great Britain has

made the Empire, and the Empire has made Great Britain. There is no true history of our Islands that is not Imperial; it cannot be segregated; the Empire has always been in the making, even in the days of the Stuarts. The pitch has been queered: imperial history is English history, wholly true in contradistinction to that partial history where the trees obscure the wood. Three elementary facts and their effects emerge in imperial history:—The essential *humanity* of the story. Women are less imperial in some respects than men, and yet, being so human, they shape the destiny of nations. The enterprise of the East India Company, the emigration of the Puritan Fathers are the outcome of beings and forces essentially human. Great Britain is an island; we all know it, but forget the application. The lecturer himself only realized the full significance of the fact the other day. There has never before been an Island Empire, though one is now in the making—Japan. The advantage of our island position has been lost by the inventions of science. By reason of aircraft we have ceased to be an island. Has anything ever before put the influence of scientific invention in its right place? Look at the spaces we assign respectively in our histories to the Reform Bill and to Stephenson's locomotive, now exhibited at Darlington Station.

What do continental peoples do when troubled with growing pains? They cross the boundaries and remove their neighbours' landmarks. What did the Islanders do? They crossed the seas. A Hundred Years' War with France ensued, but they tightened their hold on the oceans, and then lost their new Empire by the Declaration of American Independence. They built up another; and always their new lands demanded charters of freedom and insisted on self-government, as English emigrants have ever done since 1407. This has resulted in democratic government. Great Britain has become more maritime, commercial, manufacturing. Both she and her Colonial Empire studied their own interests, and the method has proved successful. But two drawbacks emerge: Great Britain ceases to be self-dependent, and her possessions are scattered. The Empire must be federated, else its existence is precarious. Science must aid us. The lecturer then demanded that all textbooks of history must be judged by their treatment of the Imperial point of view, and discarded if their writers had not grasped the essential facts.

Prof. EGERTON was prepared to jettison all that does not vitally and directly concern the history of the Empire. In the eighteenth century Great Britain fought Louis XIV for the hegemony of the New World; to-day Germany aims at world domination, and would overthrow our Empire. You cannot understand the American Revolution, still less write upon it, unless you go through the records of Massachusetts, and follow in them the great struggle for self-government. Seeley's *Expansion of England*, with notes appended, should be the future textbook of the imperial idea. We must beware of short cuts, and only build on a knowledge of the soil where the foundations are laid.

Dr. G. R. PARKIN complained of how the last century of our history in the textbooks tails off into a few general expressions, as if history had worked itself out, whereas the expansion of the Empire surpasses imagination, and the task of picking up the threads is appalling. The growth of the Empire and of scientific invention is recent and rapid. He himself had seen the man who stoked Stephenson's first locomotive. A few years ago Mr. Asquith said in Parliament that the imperial government could not yield up control of imperial possessions to a colony. But to-day South Africa was administering the German African possessions, and Australia had taken over New Guinea. The United States should have joined us in 1834 and abolished slavery in their borders. They declined, and delayed. By 1864, delay had cost them a million lives, and they had to spend 8,000 millions a month.

Our present task is to federate our Empire. We must strip bare the political questions that absorb Great Britain's energies. Colonial statesmen have faced the same questions and settled them.

Prof. POLLARD dwelt on our high ideals. The imperial idea was widening our views, but, in a shamefast manner, we forbore alluding to the existence of the spiritual and moral forces that underlie our actions. We could not breathe in the ideals of a German world. There were not only economic considerations, but moral and spiritual ones which we are chary of putting forth.

Others followed with animated speeches. The whole audience was exhilarated with the imperial idea. Then came the still small voice of the teacher. Miss Mitchell, of the Melbourne University, and Miss Spalding, of Goldsmiths' College, recalled to the audience a fact that they had somewhat overlooked. Young people, and that large section of persons who retain the mind of the young person, cannot be nourished on streams and tendencies. Miss Mitchell pleaded with historians to remember that Australians would always be interested in their own country first; tendencies come in at a later stage. There is a real need of sympathy.

Australians found books defective and uninteresting which never alluded to their existence.

All the speakers agreed on the necessity of rewriting our textbooks; we must change our outlook, regard Great Britain as the product of her past, consider her future in its light. Misunderstanding was mainly the product of ignorance.

MORAL EDUCATION LEAGUE.

THURSDAY, JANUARY 6 (AFTERNOON).

DURING the first part of the meeting the chair was taken, in the unavoidable absence of Sir Robert Baden-Powell, by Mr. CECIL CHAPMAN, the Metropolitan Magistrate, who said that the question was whether our present education fitted children for civic life. Judging from the experience of his Court, the answer was "No." The system seemed to be bad; he wanted the "community sense" more developed.

Dr. FARQUHARSON, Secretary of the League, in opening the discussion on "Training and Citizenship," said that the League was committed to no theory or party; its members differed fundamentally from one another, but were all believers in education. After an elaborate survey of the position of the member of a democratic community, he suggested some questions which needed elucidation. (1) Can we trust school children with functions useful to the community? (2) Can children take part in social work in their district? (3) Can we get a real community life in our schools, the community doing work which is not dictated from the outside? (4) Can such life be organized without adult dictation? (5) Can we produce such a liberation of social energy as will lead to literature and art?

Miss BROWN SMITH (Goldsmiths' College) showed how the child got his first lessons in community life in the infant school, and gave a description of an ideal infant school in which the community sense might be developed.

Miss BANCROFT (County High School, Chelmsford) gave an account of her methods. She said that high-school mistresses had bequeathed to County and Municipal schools the idea that a school must be a community, and the idea was embodied in the traditions, usages, and activities of the day school. The great principle involved was that "it is the practic part of life which must be mistress to the theory." One instance was the election of form-captains by the girls themselves, in connexion with which she always impressed upon the children the necessity of making a right choice, and the perfect system. Then there were the bronze medals given to girls who play well, which were not a reward, but primarily a qualification for service. Subscriptions to the games were purely voluntary, and no amount was fixed. There were also voluntary clubs for handicraft, science, music, and literature. No prizes were given in her school. It was important to stamp upon the girl's mind that the school is part of a town or county. Love of country in children could not be more than an abstraction and we must beware of unreal emotion.

Mr. DEVINE (Clayesmore School) denounced the class feeling of the higher schools. Pedagogues, parents, and society were all at fault; all pioneer work was discouraged; the schoolmaster never leads; originality horrifies.

The Hon. LILY MONTAGU and Mr. ERNEST YOUNG (Harrow County School) followed with accounts of Girls' Clubs and Boys' Scouts respectively, but, as these institutions are well known, it is scarcely necessary to report the papers. Mr. Young said that in five months after the outbreak of war 50,000 boys helped in hospitals, offices, and so on, giving their services gratis. He added that as the result of the Scout movement, "being good has become a game, and the man who has managed to make the practice of a virtue equivalent to a sport is the greatest genius of any age."

Mrs. WALTER ROCH followed with an account of the Girl Guides, and Mr. HOMER LANE described "The Little Commonwealth." He said that delinquent children easily assume responsibility. Their forty-three children, who had been discarded from society, constituted a real self-governing community, making and administering their own laws. Each member earned his own living, the citizens lived in cottages holding fifteen or twenty each, and managed their domestic concerns with the help of a resident Mother.

After an interval for tea, the meeting resumed with Prof. MUIRHEAD in the chair.

Dr. FARQUHARSON introduced the subject of "Training by Intellectual Processes." He said the citizen needed to understand the economic machinery of society, also the voluntary and the governmental machinery. They must start from the civic life of the

child's own environment, and he thought regional survey was a fruitful idea. The child must have a part in organized social life. Knowledge-giving and the development of the emotions must be closely connected.

Miss SPALDING (Goldsmiths' College) showed how history might be used to train the "community sense." The old view that history was simply chronology had been thrown over; history was now regarded as the evolution of communal life. They should begin with the primitive Anglo-Saxon village, and all children could understand that. The meaning of tax-paying should be taught. Economic life should be explained, and children should learn that the individual is dependent on the community. History has been made too much the history of the governing classes. The history of democracy must begin with the heroic individual, the plain man who had really done all the work of the world, and then children must go on to the social and economic world which they could understand. Mr. ROXBY spoke on Geography.

Mr. COCK (King's College) reminded the meeting that the problem of moral education was the problem of the individual, and of an individual who thinks. Sound practice must be based on consciously realized principles. Children want habits of thinking as well as habits of action; in fact, they want an ethical theory. He described an experiment he had tried in an elementary school. He had discussed with an upper standard the first and last chapter of Aristotle's "Ethics," putting the problems before them and so elucidating principles. The resulting discussion had, he believed, been of great value. Moral instruction on the basis of pure theory was wanted as well as incidental instruction.

Dr. HAYWARD held that the school was primarily for instruction. It did not follow that devotion to scouting always developed into devotion to the community. We could not translate all moral feeling into community feeling.

ASSISTANT MISTRESSES' ASSOCIATION.

MISS E. R. PEARSON (St. Leonard's School, St. Andrews) presided at the Annual Meeting of the Association, held on Friday, January 7. She announced that Miss E. M. C. Prideaux (St. Saviour's and St. Olave's Girls' Grammar School) had been elected President for the coming year.

The Economics of the Profession.

For one who had the leisure and the skill it would be both interesting and useful to trace the economic history of the teaching profession. Glancing at it superficially, she saw conflicting and often incompatible ideals, and an economic standard of life which varied between that of a wealthy noble and an ill-paid artisan. The variation, she believed, was due to some extent to the elementary fact that, as Socrates said of old, the art of teaching and the art of money-making were different arts, and the Sophists who, because they professed to sell knowledge, were ranked by Plato among the criminal classes. Yet teachers should be paid at such a rate as to set them free from petty cares and worries about making both ends meet, and that was the ideal towards which their Association had been working. In saying this, however, she was speaking of normal times, not such a time as the present. There were some enthusiastic spirits among them who would suggest giving up part of their salaries, or pooling them, in order that there might be no reduction of staff or the possibility of individual hardship. If this were possible for all, it might be the easiest method of economy, but as it was, with rising prices and the increase of taxes, it would mean for many, if not for the majority, a crossing of that border-line between simplicity of life and penury, near which too many already stood. It was not safe to abandon the position to which they had at present advanced. They would have to be ready for some speeding-up, some discomforts; and, above all, they must make themselves more mobile, and be willing to go wherever their services were needed, to boys' schools or schools of a lower grade. Temporary expedients, as such, they might be willing to support, but only on the understanding that they should be removed as soon as possible.

The following resolution, proposed by Miss C. L. LAURIE (Hatcham), after considerable discussion, was carried by a very large majority:—

"That this Association, while fully recognizing the need for economy under the present abnormal conditions, wishes to protest against retrenchment being made at the expense of efficiency in education. It is of opinion that the present scale of salaries does not admit of any reduction, and that, inasmuch as any reduction in the normal staffing of schools is

directly injurious to education, wherever such reduction is necessitated by present emergencies, it should be regarded as a purely temporary expedient."

A grant of £100 was voted to the Professional Classes War Relief Fund (Education Section), and the establishment of a Loan Fund for the use of A.A.M. members was approved.

At the open meeting on Wednesday afternoon, Sir SIDNEY COLVIN read a most delightful paper on "A Recent Gift to the Public: Box Hill, Burford Bridge, and their memories—Keats, Stevenson, Meredith."

THE MATHEMATICAL ASSOCIATION.

THE Annual Meeting was held at the London Day Training College on January 5. The President, Dr. A. N. WHITEHEAD, in place of the intended paper on the results of recent mathematical research, took as the subject of his address, "The Aims of Education: a Plea for Reform." He pleaded that education should be a living influence that aimed at fostering the growth of the mind so as to fit it for acquiring after the school age the special knowledge required for the pupil's chosen career. He deprecated the communicating, before the age, say, of eighteen, of a mass of "inert ideas," i.e. of facts that were not "used," that did not depend on and illustrate the pupil's environment, whether facts in history and geography or "rules" in arithmetic and unrelated propositions in geometry. Every era of intellectual progress had been marked by a revolt against "inert ideas," and had been succeeded by a reaction by the conservatives in favour of a fresh set of "inert ideas." This reaction was fostered and spread by external examinations and the syllabuses of examining bodies. These have their use, and must continue; but their evil influence might be greatly reduced, if not eradicated, if instead of detailed syllabuses only the scope and limits of the subjects to be treated were indicated, and the set papers so framed as to discourage "cramming" in any shape, and to encourage within the proper limits independent study. The part of the Reviser is to ascertain whether the candidate has correlated the facts and assimilated his knowledge.

The Address was followed by a short paper on "The Allowance for the Earth's Rotation in the Theory of Projectiles."

Mr. G. W. PALMER communicated the results of an investigation into the degrees of accuracy to be expected in simple arithmetic work in boys' schools.

A discussion on the Use of Mathematical Tables in Schools was opened by Mr. A. LODGE.

Mr. S. Baldwin and Mr. Goldwell were elected on the Council, to replace Dr. T. P. Nunn and Mr. A. S. Jackson, retiring members.

THE CHILD STUDY ASSOCIATION.

THIS Association held an open meeting after Council affairs had been discussed. The Rt. Hon. Sir JOHN COCKBURN, M.D., was in the chair, and observed that our lives are strictly entailed and we must do nothing to depreciate the stock.

Dr. C. W. SALEEBY then gave an able, inspiring address on "Saving the Future." His chief points were that 90,000 men in the flower of life had been killed in the year 1915; the year was distinguished also by the lowest birth-rate; infant mortality had risen, so had the civilian death-rate; the marriage rate had increased; 1915 is the most disgenic year in the history of the British Empire. The gifted lecturer then dealt with post-natal and pre-natal efforts that are being made, mostly in infant clinics, to save infants; even before birth the coming child should be regarded as a possible citizen and saved for life. Male life is less viable than female life; infant mortality increases the disproportion of the sexes. At the last census female lives already outnumbered male lives by more than a million. By the saving of infant life we should probably lessen, or, at any rate not increase, this disproportion. We have five hundred infant clinics in the country, but need two thousand. The causes that produce infant mortality also produce damaged lives. Racial poisons produce deaf-mutism, blindness, insanity, epilepsy, &c.

Dr. ERIC PRITCHARD, Mrs. SCHARLIER, M.D., and others took part in the discussion that followed. It was pointed out by one of the audience that Dr. Saleeby had not dealt with the important fact that, by taking wise precautions to lower the general

death-rate, infant mortality immediately falls. Countries with a low birth-rate, such as Holland, New Zealand, have invariably a very low death-rate, and yet their rate of increase of population is higher than that of countries with a high birth-rate and a high death-rate. Wimbledon has one of the lowest death rates in the kingdom, 7 per thousand; its infant mortality rate is also low, 100. The Medical Officer of Health of Wimbledon pointed out in his report that in a congested area of the suburb, South Wimbledon, the general death-rate sprang up to 26.7, and the infant mortality rate to 315. The inference is that, to save life and the future, a vast and thorough scheme of re-housing the working classes will prove to be a great aid in lowering mortality rates.

THE ASSOCIATION OF TEACHERS OF DOMESTIC SUBJECTS.

THIS Association also held a single meeting. Miss HAWLEY'S address dealt with "The Economic Aspect of the War," in which she gave some of the appalling figures which illustrate the ruinous financial cost of Armageddon to the nation. Even such a wealthy country as Great Britain cannot stand it long, and there is a crying need for economy. The reasons of our enormous expenditure depend firstly on the fact that our Government bargains instead of dictating terms to traders; that we pay, on an average, counting allowances to families, 25s. weekly to each man who fights. Germany pays 12s. monthly to wives, and is apt to dock the amount if a woman is strong enough to work. We raise the vast sums required by taxation and by people lending money to the Government as War Loans. The lecturer hinted that forced loans might be resorted to if enough money were not obtained by voluntary methods.

Miss Hawley dealt with the necessity for great economy, especially as regards the purchase by ourselves of other nations' exports. Gigantic fortunes were being made by war contracts and squandered on extravagant luxuries, and the working people were buying gramophones and pianos. We must study thrift now, if ever.

The CHAIRMAN, Miss Margaret Ashton (City Councillor of Manchester), testified to the fact that never had Manchester children looked better dressed, shod, and fed than at present; their mothers looked less careworn by having sufficient money to run the house; the savings banks had never done as much business as to-day.

The Rev. J. C. PRINGLE (Secretary of the C.O.S.) addressed the Association on "Training for Social Workers." The paper was read, and at such a rate that it was not very well heard. Mr. HECHT recalled the members to domesticity by stating that the Food Reform Society had prepared a list of economical dishes that were nourishing, and, at the same time, as economical as the present conditions would permit. Their lecturers were trained to use the fireplaces and utensils of the ordinary working-class home.

THE SCIENCE TEACHERS' ASSOCIATION.

MISS F. M. DURHAM, of the John Innes Institute, read a paper on "Some Problems of Heredity," illustrated by excellent lantern slides, recording recent experiments of Mr. Arthur Darbishire and other investigators on different coloured mice, canaries, &c. It was, however, difficult for laymen unacquainted with Mendelian technology to follow the argument completely.

KING ALFRED SCHOOL SOCIETY.

FEW of the twenty-three Associations represented at the Conference made a better show than "King Alfred." The subject—"Over-haste in Education"—was opportune, and the papers read by the openers, Prof. Foster Watson, Mr. J. Russell (Principal of the School), Miss Alice Woods (late Principal of the Maria Grey Training College), and the Chairman (Prof. Findlay, of Manchester) were all on a high level.

If the school, said Prof. FOSTER WATSON, be adapted to the life of the age, it will lead to over-haste. The motor-car is its outcome and symbol. "Ohne Hast ohne Rast" should be the motto of our

schools. There are, indeed, moments when we must direct all our energies to a single task, but they must be the right moments. Over-haste results if we choose the wrong ones. The very word "school" signifies a place for leisure, and slow growth yields the best results; yet teachers are ever urging children to "hurry up," and examinations require that so much shall be done in a year. Each child should be allowed to go at his own pace. If one child needs a year more than another, what matter? A forced pace produces either precocity or stupefaction. We should aim at restfulness, a quiet mind, and reserve force for great occasions. The secret of John Bright's impressive oratory lay in the suggestion of reserve force. We must not be the nation of jarred nerves; we want neither ceaseless industry nor feverish haste, but power to put forth energy when needed.

Mr. RUSSELL showed how the King Alfred School Society had been formed to free one corner of the education vineyard from the trammels of examination. They were free as to curriculum and methods. They had no marks or prizes, no home work, unless parents asked for it. They were not seeking to fashion souls into the image of others, saints or heroes, but to give opportunities for the pupil's own growth by his own efforts. They did not aim at strawberries in January. Machine-made guns are necessary, but not machine-made men and women. We have standards of speed for locomotives, but not for the growth of the soul. Without the stimulus of place-taking and prizes or any special preparation, King Alfred scholars held their own, even when the test of examinations and the winning of scholarships was applied.

Miss ALICE WOODS thought that in a sense the Germans had succeeded where we have failed. They had educated people for war; we had not educated ours for service. We need not wait till we are centenarians, as Metchnikoff predicts, to devote more time to education. She would have no one teach below twenty-three. In training college we rush to "get through" a program in nine months. We should train men and women willing to learn, distinguished by desire for progress, possessing initiative and enthusiasm. We overcrowd our time-tables in the colleges, struggle with the incongruity of the work and the examinations, push through at all costs, and in the end have to listen to the unanimous cry of students: "If only we had had time."

The CHAIRMAN pointed out that repose is ceasing to characterize present day faces. We should not forestall the years that bring "the inevitable yoke." The student may matriculate at fifteen instead of seventeen, and yet lose all that really counts.

ROYAL DRAWING SOCIETY.

ON the opening evening, Mr. T. R. ABLETT read a paper on "Natural Drawing," with lantern illustrations. These proved how successfully the powers of visualization can be trained in children; some was the work of little artists under ten. It would, however, have been better if their work could have been limned in more decidedly for lantern purposes; such training has a very special importance in developing the powers of observation. Was it not Ruskin who declared that a hundred men can talk for one who can think, and a thousand think for one who can see?

SIMPLIFIED SPELLING SOCIETY.

AT the Annual Meeting, on Tuesday, January 4, the President, Prof. Gilbert Murray, in his address, put forward, with his usual felicity and freshness, the several arguments in favour of spelling reform that are familiar to readers of *The Journal*, but in insisting that, so far from calling a truce, the Society was bound now more than ever to fight on, he made a new point. Among the causes of the War not the least potent were the national antipathies, culminating in active animosities, but engendered mainly by misunderstandings, due to ignorance and lack of intercourse. Our hope and aim is to establish after the War closer intercourse between neighbouring peoples, and one clear step in that direction was to remove the foreigner's main difficulty in learning English.

Dr. MACAN (Master of University College) gave a witty account of his conversion to the spelling reformers some forty years ago by Max Müller, his temporary lapse by reason of Bell's "Visible Speech," too perfect for common mortals, and his return to the fold of the S.S.S.

Mr. W. B. STEER, President of the N.U.T., and Prof. WALTER RIPPMAAN, also testified to the work of the Society.

Sir FREDERICK POLLOCK gave an interesting classification of the chief European languages in order of phonetic merit: Class I, Spanish and Italian; Class II, German and Russian; Class III (in order of demerit), French, modern Greek, and English.

WE are requested to state that the full report of the Conference of Educational Associations will be published shortly, containing the full text of the Presidential Address by Sir Oliver Lodge, and also the papers read at the various meetings. Orders for copies (price 1s. 6d., to cover postage) should be sent at once to F. Fairman, 9 Brunswick Square, W.C.

THE LABOUR PROBLEM AND DENMARK.

AFTER the War things will never be the same again, and it may be well for those of us who realize this, and especially for all educationists, to be reflecting on the task that lies ahead. In *The Future of England*, published three or four years ago, Mr. George Peel reinforced the appeal to Ministers first urged by Matthew Arnold to organize our secondary schools. In *Darkest England*, General Booth had contended that there is more readiness on the part of the masses to follow a good lead than there is directing capacity amongst its rulers.

The political, social, and economic conditions of Greece and Rome differed too widely from those of the present age to afford us much practical guidance. By examining countries which have faced and solved difficulties resembling our own, we shall understand better and profit more. In 1915 Mr. Harold Foght, of the Washington Bureau of Education, published the results of a careful, minute inquiry of the remarkable prosperity which Denmark has enjoyed for fully a quarter of a century. He tells the United States that it has everything to learn from this tiny European country, one of what William Watson has styled "the great little peoples." Denmark's area is one-eighteenth of the State of Texas. Great Britain, too, may easily learn some important lessons from a kingdom whose size is so insignificant. In pre-Norman days she was conquered by the brave Danes to the point of yielding them half of England, and of suffering Danish laws, customs, and language to exist on the footing of absolute supremacy in the Danelagh.

Mr. Foght poses the question: "How has Denmark arrived at the point of possessing the best ordered agricultural system in Europe?" His answer is that it is due to education, and much more to a good general education, than to specialization. Denmark has solved the great problem of combining with manual labour a sound general education. She reaps enormous profit from a combination so desirable. And yet political circumstances have handicapped her heavily. In 1848, when Europe was seething in the revolutionary melting-pot, a great disaster befell Denmark. Germany perceived the discontent in two of her important provinces—Slesvig and Holsten. The bureaucracy, commerce—and, to some extent, the nobility—of the two provinces became Germanized, and, in 1864, Germany took possession. It seemed as if Denmark's sun had set, and as if a lethargy of despair might overwhelm this brave people. On the contrary, they braced themselves for a great struggle with Nature. They began the reclamation and afforestation of the heaths and bogs of Jutland; they reclaimed the moor and the sandy dune for pasture and arable land. They ran the surface water into the channels of rivers deepened to receive it, and made new canals. The land was poor, the climate foggy and unfavourable. The acidity of the soil was treated with chemicals, especially with marl, of which 1,700 deposits were discovered. State-owned railways, working for the welfare of the community rather than the aggrandizement of shareholders, transported marl at trifling cost. Up to 1880, there had been a marked movement of population to the towns, although Denmark was an agricultural country. Not only was the movement arrested, but the tide turned; the rural

population has increased to a marked extent. It was a shift back to the land, and, moreover, the people are happy and contented. None of that restless dissatisfaction with rural conditions, which is so marked a feature in many countries, can be observed in Denmark. Its government exists for the common weal, not merely for the advancement of great interests. Certain features strike even careless observers. The most important of these is that the land of Denmark is chiefly owned by the cultivators, and that the State has encouraged them to become the proprietors. Only one-fifteenth of the Danish farmers are tenants; all the others have become owners.

One object of the Credit Unions (land banks) is to aid the cultivator in purchasing his holding. There is an immense number of small holdings. Out of 260,000 farms, 116,000 are $7\frac{1}{4}$ acres and under. The law forbids the combination of separate holdings under a single owner. The great proprietors are leading in the movement to parcel out large estates; there only remain some twenty-two estates of 540 acres and over. During the last few years several proprietors have voluntarily divided their estates, even when their tenure was privileged.

Farmers are very important persons in Denmark. Many have seats in the Riksdag, where they form the dominant party, control and direct the policy of the Government. They appreciate and uphold education; they pay handsomely for it; and teachers are satisfied. The men most honoured in Denmark are not those who hold a lien on the labour of others by stocks, shares, and exaggerated profits, but the preacher, teacher, and economist. Manual work is held in high honour, and especially the land is regarded as holy.

It is perhaps not too much to say that the resources of the State are at the disposal of the cultivators. At every turn they receive from it expert assistance and advice; they use it as British people do the Post Office. Stock-breeding and feeding, poultry and fruit farming, improving the soil by fertilizers—whatever the farmer wishes to do, in whatever quandary he finds himself, the State is there to aid and direct him, to set him on the right path, recall him from the wrong one. Expert advice and assistance is his by right.

The whole of the Danish system of agriculture rests on co-operation, on a wonderful system of mutual helpfulness, and pooling of labour. The system demands, and rests on integrity and high character; the foundations have been well and truly laid in the schools. Denmark's chief products are bacon, butter, cheese, eggs. Her reputation is bound in with her Government stamp. Signs of agricultural co-operation meet the visitor at every turn. The Danes produce by co-operation, as in their bacon factories and dairying; they buy co-operatively seeds, fertilizers, implements, fodder; they sell co-operatively—their markets are found by this means.

Observers all notice that a successful effort is made to keep the agricultural population in the rural areas. Life is made interesting, attractive, fairly complete. Exodus to the towns does not take place because it does not spell betterment for the immigrants. They are content to stay.

Denmark receives innumerable visitors, who inquire into the causes of her success. All are agreed, even a renowned co-operator like Sir Horace Plunkett, that it is a triumph of education. The entire development is prepared for, expected. "It's not technical instruction," said a leading Danish educator and agriculturist; "it's the humanities." Denmark possesses the usual education ladder of elementary schools, middle schools, and gymnasiums up to the University. But its system has two unique features which deserve brief examination. Children leave the elementary schools at fourteen or fifteen. At this age it is recognized that, up to the age of eighteen, the physical in the human being seems to have the upper hand; intellectual attainments are acquired chiefly under compulsion, and often at the sacrifice of health. Danish thinkers are satisfied that the years of adolescence should be devoted particularly to physical development and practical work rather than to classroom routine. It is to be a period of work and play; therefore the young people learn practical agriculture and household duties at home, or they

are apprenticed to model farms, where they often pay for the privilege of working. This is the program for rural young folk.

The second unique contribution of Denmark to education is her seventy-nine Folk high schools, which educate the men and women who take up farming as a business between the ages of eighteen and twenty-five. They are not agricultural schools; they exist exclusively for general culture. Thirty-one offer courses in agriculture, but maintain the ideal of broad, general culture. There exist besides twenty-three agricultural schools which are technical schools proper, and which usually receive their students from the Folk high schools. The buildings of the latter are sometimes admirable, but Danes consider that their schools stand for a faculty of able, consecrated leaders rather than piles of brick and mortar. Since 1844 sixty-six of these schools have disappeared. When the animating spirit languishes, they cease to be. There are in Denmark no decayed foundations. At a recent date there were 3,603 men and 3,104 women in these schools.

The basis of the instruction is history; a very large place is assigned to song, gymnastics, and the Danish language. Every lecture begins with song—all students sing. The dead languages are not taught; some schools teach English and German. Mathematics is taught historically. There are courses in surveying, geography, physics, chemistry, biology, sanitation, Nature study. All have handwork as well as various branches of household economics for young women. The teachers are distinguished by inspiration and enthusiasm. Many of these schools are privately owned; others are organized by a society not working for gain. Patriotism is inculcated, but it is a patriotism taught to perceive its own errors in the past.

The Folk high schools are absurdly cheap from the English point of view, a point that usually regards all the best things as the lawful due of wealth. Men usually go to the schools for five winter months; tuition, board, and lodging cost under £10. Women use the schools during the summer, and pay nearly £5 for three months. The main object of the schools is a good general education, the broadening of the student's horizon and mental outlook. A French pastor, the Rev. C. Wagner, who scanned society with much acumen, declared that he saw teachers, scientists, doctors, lawyers, priests, artists, but could not perceive the *man*; he had been sacrificed to the career. In the Danish Folk high schools they postpone the evolution of the specialized worker. They find time for him afterwards, and produce a finer article because the fruit has not been forced too early.

C. S. BREMNER.

DR. GARNETT.

AN APPRECIATION BY DR. KIMMINS.

MY knowledge of Dr. Garnett goes back to my undergraduate days at Cambridge, where he was such a prominent and well known figure. His fame as a mathematician and physicist filled me with awe, and I was not a little concerned to find that at one of my University examinations he was to examine in Physics. My *viva voce* on that occasion will live long in my memory. Dr. Garnett, in interrogating me, balanced himself on his chair in a rather perilous position and, probably startled by some absurd answer I made to one of his questions, he lost his balance and fell to the ground. I rendered first aid, and the remainder of the interview was of a less formal character than that which generally marks *viva voce* examinations.

Dr. Garnett was one of the most popular of Cambridge dons, and Mrs. Garnett's At Homes were always regarded as delightful functions. Dr. Garnett very frequently acted as Examiner in Physics both at Cambridge and at London. As such he was somewhat dreaded because he always seemed to take too generous a view of the knowledge possessed by

the normal undergraduate. Similarly, as a writer of textbooks it was the scholar and expert who found them delightful. Garnett's "Heat" was probably one of the finest textbooks ever written on the subject, but the ordinary man found it difficult. Dr. Garnett's wonderful grasp of the subject made it difficult for him to realize the awful gulf which separated him from his reader.

To the great regret of University circles he left Cambridge in 1882 to become Professor of Mathematics, Physics, and Mechanics in University College, Nottingham. He remained there only two years, as in 1884 he was appointed Principal and Professor of Mathematics of the Durham College of Science, Newcastle-upon-Tyne. It is common knowledge that this College developed in a remarkable way under his wise and stimulating guidance.

With the T.E.B.

In 1893 Dr. Garnett left Newcastle to become Secretary of the Technical Education Board in London, and in 1894 I was most fortunate in being elected a member of his staff. The Technical Education Board was housed in uncomfortable quarters in St. Martin's Lane, but we were a very happy and united group of officials. Our great anxiety was that our chief would break down under the severe strain of his work; for those were strenuous days and Dr. Garnett never spared himself. Throughout his life he has always been most considerate of others but never of himself. Every item of the agendas of the Sub-Committees and of the Board received his personal attention to the minutest detail. We all marvelled at his extraordinary memory and his intimate knowledge of every branch of scientific work. The London Polytechnics, in which he always took the keenest pride and interest, owe an enormous debt to Dr. Garnett's wisdom and to his unflinching support in all directions of useful developments. Quite apart from his official duties his unique knowledge of engineering and building made his advice of special value, and he was consulted by all sorts of people on a variety of subjects. Dr. Garnett was never too busy to render assistance to those requiring expert guidance. His energy and enthusiasm were inexhaustible. He took special interest in the teaching of domestic economy and surprised the staff by his wealth of knowledge of housecraft. It is well known that, when he was at Cambridge, his appointment as Bursar of St. John's College resulted in a marked improvement in the college dinners at, I believe, a considerably reduced cost. Probably this interest in feeding, which was purely a theoretical matter as far as Dr. Garnett himself was concerned, started those investigations in food values which made him such an authority on domestic economy affairs.

We were devoted to our chief, and I shall always look back to my long association with Dr. Garnett as one of the greatest pieces of good fortune of my life. During the ten years I was with him at the Technical Education Board I never heard any colleague speak of Dr. Garnett in anything but terms of affection and loyalty. He was always transparently sincere and had a cordial loathing of anything in the nature of untruthfulness or deception. There were no class distinctions at the Board and his unflinching courtesy to the most lowly placed official was very marked.

As Educational Adviser.

In 1904 the work of the Technical Education Board ceased and the London County Council took over the control of all forms of education. Dr. Garnett's work as Educational Adviser is too well known to need comment. His reports to committees on every conceivable subject have always proved of great interest and value and have, moreover, always shown a rich background of fine scholarship.

The Education Offices will seem strange without the well known figure and genial personality of the Educational Adviser, and it would be a positive disaster if Dr. Garnett's extraordinary ability and encyclopædic knowledge were lost to the cause of education and to the community. Fortunately, however, there are many ways in which he will have

opportunities of making use of the vast stores of information he has acquired in scientific and educational matters in the solution of many important problems. In any work he may undertake we wish him every possible success.

OBITUARY.

WALTER LIONEL PAINE.

By the death of Captain W. L. Paine in Gallipoli we have lost not only a gallant soldier but also a gifted teacher and a pioneer in educational reform. He won an entrance scholarship at Oundle School in 1894, and there the greater part of his professional life was spent. Captain of the School in 1899, he matriculated at Sidney Sussex College, Cambridge, was in due course elected Senior Classical Scholar, and in 1902 graduated in the Second Class of the Classical Tripos, Part I. Two years later he joined the staff of his old school, where he succeeded to a House. It was a bold venture to take a year off and enlarge his experience as an assistant in a French *lycée*. But it was by attending in 1911 the First Summer School of Latin at Bangor, organized by Dr. Rouse and Prof. E. W. Arnold, that he was converted to the Reform Method in Latin and threw himself heart and soul into the movement, becoming one of the Secretaries of the Association and an active propagandist. He not only preached, but he practised. In the Whitgift School, Croydon, whose staff he joined in 1911, he found full scope for his energy and abilities.

On the outbreak of the War he at once decided to join the Forces, and enlisted in the Grenadier Guards. In December 1914 he was given a commission in the 10th Battalion (King's Own) Loyal Lancashire Regiment, in which he was quickly advanced to be Captain and Adjutant. In May 1915 he sailed for the Dardanelles and took part in the general attack of June 4. He was reported among the missing, and, after some interval, his death was officially confirmed. Of his work as a teacher a colleague writes:

As a teacher he succeeded by his simple faith and example. By nature retiring, he contrived to minimize his *personal* influence upon the boys, preferring to develop the individuality he found in them rather than impress his own upon them. For teaching in the sense of the giving out of knowledge he had no love. The boys should seek and find for themselves, while the teacher's part was to create the motive and afford the opportunity. Their activities must arise, not from such motives as marks or prizes or even a desire to please the teacher—all of which he deprecated as artificial—but from an interest in the things they were doing, from a love of doing them well, from the joy of self-expression. It was because the methods of teaching that he advocated lent themselves to the practice of these ideals, that he pursued them with such ardour, and it was to them that he attributed any success he gained. Those who had seen him teach, however, know that his success was due, in a far greater degree than he would have admitted, to his own personality. From his belief that what was being done in the classroom was worth doing, the boys themselves caught the spirit of his sincerity and enthusiasm.

A. D. DARBISHIRE.

The sudden death of Mr. A. D. Darbishire adds another to the list of brilliant young Oxford scientists whom the War has taken from us in untimely fashion. Mr. Darbishire was in America when the War broke out, having been invited to give a course of lectures on "Heredity" at the Graduate School, held under the auspices of the American Department of Agriculture. When he got back to this country he was at first debarred from active service by health, but afterwards enlisted in the 14th Argyll and Sutherland Highlanders. He had just been granted a commission in the Royal Garrison Artillery when he was attacked by cerebral meningitis and died after a very short illness at Gailes in December.

Mr. Darbishire was an undergraduate of Balliol from 1897 to 1901 and afterwards Demonstrator in Zoology at the Museum. He was afterwards a Lecturer at Manchester University, and then at the Royal College of Science. In

1911 he was appointed Lecturer in Genetics at Edinburgh University.

Mr. Darbishire was best known for his elaborate experiments in Mendelianism and the brilliant book in which he expounds the results of these experiments, *Breeding and the Mendelian Discovery*, but his best work was to come. He had great scientific gifts, an overflowing interest in facts and immense powers of patient observation, the most alive and impartial of minds, to which he added a wonderful zeal for words and language which made him a masterly expounder of scientific discovery. He had a Bergsonian sense of humour which made him quick to detect and expose all that was merely mechanical in scientific work. It was the expression of his own overflowing vitality and made him a sworn foe of all attempts to make biology a lifeless science and an enthusiastic admirer of Samuel Butler and Bergson. He was the least bookish of scholars. He cared intensely for Nature in its smallest details and for great creative work in music and poetry and the works of the great scientists; for the mass of mediocre scientific books, very little. One of his reviews in *Nature* began with the words: "The author of this book does not come to us fresh, red-handed from the struggle with Nature. If he had to wash his hands it was to remove the dust of books." He was himself the very opposite of that. He hated what was secondhand and distrusted all "-isms." He took a delight, sometimes boyish but always genuine, in calling things by their real names, which, if it gave the susceptible some shocks, meant for the sympathetic many a thrill of delighted vision—for it was not only spades that he called spades. "Words are wise men's counters, they do but reckon by them: but they are the money of fooles, that value them by the authority of an Aristotle, a Cicero, or a Thomas, or any other Doctor whatsoever, if but a man." He loved his counters, but loved also to expose the attempts of "fooles" to coin them into money.

His magnetic enthusiasm made him a great teacher. I remember well the effect he had on a party of tutorial-class students at the Oxford Summer School. Lectures in science were an experiment then, but the students came out of their first lecture with economics and political theory forgotten for the moment, and inspired by a vision of what science might be. But for the War he would have completed a book in which he was trying to express his thoughts of what biology ought to be. It is hoped that what he had written of it may be published. A. D. L.

MRS. R. W. EDDISON, LL.D.

THE death of Mrs. Robert Eddison, which occurred on January 2, removes from the City of Leeds one who, for a generation, has been the pioneer of local enterprise in the education of women, a prophet honoured in her own country (she was one of the two honorary women graduates of the University), deeply respected, and now most sincerely mourned. As Honorary Secretary of the Yorkshire Ladies' Council of Education she was long the moving spirit in all their educational undertakings, and her services to the Leeds Girls' High School and to the Yorkshire Training School of Cookery and Domestic Economy, of which she was so long the life and soul, will long be remembered with gratitude. But Mrs. Eddison's influence extended far beyond the city of her adoption (she was of American birth). From the first to the last she was Hon. Secretary of the National Union for the Technical Education of Women in Domestic Science, and no one in the country gave greater or more enlightened service to the cause of domestic education.

She had a real gift of organization, a wonderful power of concentration, a readiness to adopt fresh ideas, and, above all, an unusual capacity for quiet and persistent work. Her breadth of view, her quick perception, her power of keeping herself and others to the question at issue, gained for her a remarkable reputation as a woman of affairs and won the respect and confidence of administrators and men of business. This was furthered greatly by her fine demeanour of reserve. She was not a woman of words; she made no attempt to

cultivate a gift of facile or persuasive speech; she shrank, indeed, from any public appearance or public praise, and only as a stern duty spoke outside a committee room. But she was known for her wisdom, her sincerity, her disinterestedness and her beneficent aims; she was a personality and a living force, and she prevailed by the strength of great and sterling qualities of mind and heart.

To the last she was deep in projects for the furtherance of the objects which had been her life-work, and at seventy-two she evinced the same strong enthusiasm, freshness of spirit, and gracious courtesy that had characterized her throughout her noble and most serviceable life. The impulse of those among whom she stood eminent has given the women of England the opportunities they now enjoy for obtaining an education in arts which deeply affect human happiness and human welfare, and which in the emergencies of the hour are seen, as never before, to be of primary importance to the life and wellbeing of the nation. One can wish for women's work and women's causes no greater good fortune than the leadership of women like Mrs. Eddison.

A VISION OF PIERS THE PEDAGOGUE.¹

SEEN AFTER SOME SUPERFICIAL STUDY OF ALLITERATIVE SCANSION.

IN October terme . when the leaves weren turning
 Skimpy and scattered . as a scolemaster's haire,
 Whenas the burgh forbad . bright lights abroad
 Somewhere south of Spitzbergen . (The Censor wot where).
 In the withdrawing-room after dinner . discoursed I dogmatik
 Facing from the fireplace . fiendish gossip.²
 When sodenly appeared . a parloure-mayde panting,
 Scared nigh to screaming . and scantily y-clad.
 Here was something, sayde she . that seemed like a Zeppelin,
 As by the sounde and smelle . a maide mote discern.
 Rudely rushing forth . outranne we the womene;
 Frantik folke found . already forgathered. [nesse.
 There was Donne the draughtsman . made ado abouten derke-
 Him were liefer to limn it . quoth he, withouten light.
 Mike the musicien . made out the note
 Of the buzzyng bourdon . he sayde it was B.
 Ac Muggs a master . a mathematicien
 Broghte tables of trigonometrie . the highte for to take.
 From a boyes-house y-born . a boutte of cheering
 Shewed they had burst here bounds . and were out of bedde.
 Explosiouns plese hem . they marked the places,
 They ticked off the time . that the sounde traveled.
 For on the morrow morning . wolden masters sette essaies,
 Wel wot they, to wnesse . what they had seen.
 Muchel mark-hunting . marreth here efforts:
 As a priest for pardonnes . they chaffer³ for places.
 On the morrow morning . manye hadden an accidie⁴
 Grande tales were growing . thilke nould not agreeen.
 As, plump at the Pleiades . we had planted oure shellen
 Or as we had to-broken . the Grette Beares taile.
 Quoth Paul the punster . they putten one in the pigge-stye⁵
 Because they smelt sausagen . the butcher for to save.
 But me thoghte it trewely . a hevene riche⁶ sonde
 And for brutish boyes . not mete to brag of:
 For hadde they in the beginning . more grammair y-gotten
 Then sely⁷ long since . had they soared aboven Zeppelins.

G. K.

¹ The text of this recently discovered fragment has plainly undergone much corruption as regards the diction and spelling, and perhaps even the sense, at the hands of modernizers.

² Some commentators gloss this "contentious talk," others "infernal friends." I am doubtful which to adopt.

³ Trade. The writer condemns the mark system as mercenary.

⁴ Fit of slothfulness, often induced by much heavenly contemplation. (See Skeat's *Etymological Dictionary*.)

⁵ Here the author seems to depart from the facts. The actual casualties in his district were one rat, one mouse, a few hens, and a swan.

⁶ Heavenly message, visitation.

⁷ I am divided between the earlier meaning of "blessed" ("selig") and the latter of "silly," "insane." Perhaps the term "blessed idiot," often applied to modern Germans, gives the needed link.

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X Transfers and Partnerships are on pages 130, 161, and 162;
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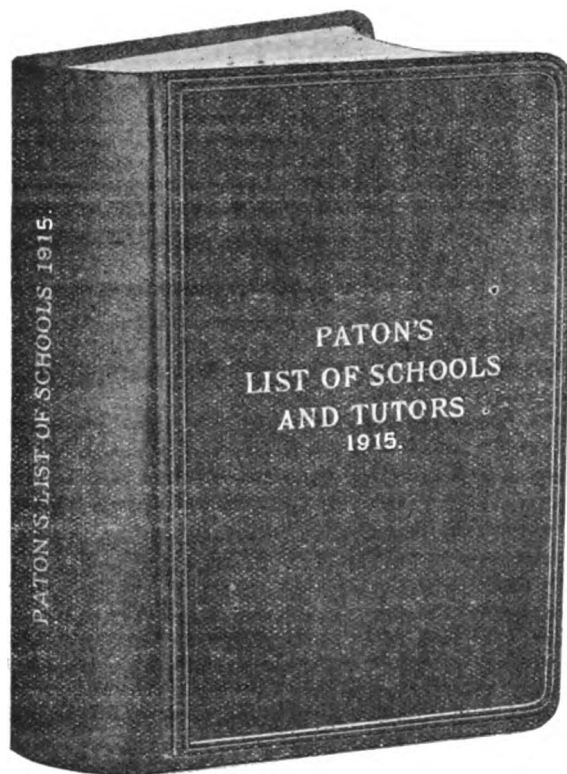
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OCCASIONAL NOTES.

THE Memorandum of the thirty-five scientists which appeared recently deserves very close attention. Ostensibly designed to direct public notice to the effects of science upon war, it is in reality a strong plea for a better place for science in schools and Universities.

Science in Education.

As a nation we lack not only science, but also respect for it. This great defect is apparent in the ministry, in Parliament, in the Civil Service, in the industrial and commercial world, and amongst the general public. The Navy and the Army Medical Service are almost the only bright spots in the general darkness. Practically no heads of colleges or head masters of schools are men with scientific training. Science is still optional for Sandhurst, and the marks assigned to it in Civil Service examinations are much lower than those allocated to the classics. If in these examinations scientific subjects were put on an equal footing with literary, the effect would soon be felt in the training given at the public schools. Drastic reform in these public examinations is the first step towards the needed reforms in education.

WITH the general position taken up by the authors of the Memorandum we are not disposed to disagree, nor do we quarrel with the suggestions that they make.

The First Need.

More head masters who are scientists, more scholarships for science, and more marks for science in public examinations—all this we would gladly support, with the proviso that the arguments used by the *savants* apply quite as forcibly to

modern languages, history, and geography as to physics and chemistry. Let all modern studies have an equal stimulus, and we feel sure that the humanities will be able to take care of themselves. But the increase of science is not the first and most essential need of public-school education. The whole question of the subjects to be taught is secondary. The spirit of the teaching is more important than the matter. The urgent needs of the schools are strenuousness in work and exactness in thought. Whatever the subject is, it must be so treated that it provides at once a stimulus and a discipline, that it develops the intellectual powers, and cultivates a capacity for hard work. We are no out-and-out supporters of Latin and Greek, as our readers know well, but we would infinitely rather have the classics taught in this spirit than modern languages and science in a dilettante or a pedantic spirit. The German devotion to science is not specially fostered by the teaching of science in German schools. As a matter of fact, the place of physics and chemistry in the time-table of the *Gymnasien* is less than in that of our public schools. It is rather only one manifestation of a spirit of industry and thoroughness which is produced by an education which, though mainly literary, is directed to encouraging hard and exact thinking.

ONE of the complaints made in the Memorandum is that scientific men are allowed no part or share in the government of the country, only one scientist, Lord Playfair, having ever reached Cabinet rank. But surely the fault lies at least as much with the scientists themselves as with our system of education. The House of Commons is open to whosoever can get elected to it, and in the House there is neither Jew nor Greek, scientist nor scholar, but every man finds his level, and is valued for his capacity. Let biologists and chemists show that they are competent men of affairs, and there will be nothing to prevent their getting to the top. If there are any among them who are inclined to turn up their noses at the House of Commons, they may reflect that literary men like Lord Morley and Lord Bryce, and scholars such as Jebb, Butcher, and Anson, did not think themselves too good for that assembly.

PROF. GILBERT WATERHOUSE'S letter to the February Educational Supplement of the *Times* is a useful reminder that modern languages are as much a need of the future as science, and are at least as much neglected. He compares Berlin, with its 148 courses in 31 languages, with the scanty and haphazard arrangements of England, where provision for teaching anything but French and German hardly exists. The German output of linguists, he says, is as regular as the output of shells and machine guns. The masters of India, he might have added, have not yet established a school of oriental languages in the capital of their Empire. Such expert linguists as we have the War Office does not know how to use; hence the fiasco of the interpreterships. He suggests that the Government should equip in every University where they do not yet exist departments for the Romance languages, for German and the Scandinavian tongues, Russian, and Oriental Languages, which should include Chinese, Arabic, and the tongues of India. The heads of the departments must be British, he adds. We are glad that he makes this point; it cannot be too strongly insisted upon that any study which is in the hands of foreign professors, however able and devoted they are,

remains an exotic, instead of becoming part of the intellectual life of the nation. French and German literature and history will never be understood or appreciated by Englishmen till their fellow countrymen expound their value, and treat them from the English as well as the foreign point of view. The function of the foreigner in this instruction is important, but subsidiary.

THERE is anxiety in the minds of thinkers about our educational system. The splendid response of the public schools to the call of the country cannot blind the nation to their deficiencies. **Mr. H. G. Wells's Program.** Those who look ahead to the time when, instead of the fighting spirit, we shall need the spirit of thought and work are disquieted. It seems to many that our education gives neither a practical equipment for life nor intellectual capacity and an intellectual attitude towards the problems of the age. Mr. H. G. Wells, in a recent article, hits the nail on the head when he says that we want our young men to "talk less and think more," and to cultivate "philosophy" more, by which he seems to mean exact thinking on all subjects. The pity is that Mr. Wells regards science as the one instrument by which the power of thought can be cultivated, and as supplying the best training for administrators, whereas the first need of those who govern is interest in humanity, not in nature. Mr. Wells's only concession to the humanist is the suggestion that Russian and Hindustani should take the place of Latin and Greek, and that foreign teachers should be imported to give instruction in them. What would happen when the "mild babu" found himself alone with a fourth form, we leave it to our readers to imagine. Mr. Wells's program of biology, psychology, sociology, law, politics seems to us eminently adapted to produce arm-chair theorists and those very talkers whom, with such good reason, he dislikes.

IT seems hardly worth while to spend time over a writer on education who talks about the works of Plato as "a mixture of childish speculations and indescribable nastiness," urges that any one who dares to teach logic should be penalized, wants as much Latin, Greek, French, and German taught in every village school as will "enable the children to know the origin of most English words," and draws up a list of twenty-one subjects for secondary education, including Egyptology, Photography, and Comparative Religion. But the curious thing is that extremes meet; and Sir H. H. Johnston, amateur of amateurs, seems to come to the same conclusions as some of our leading professors of education. He does not believe at all in education as everybody believed in it a generation ago—that is, as the development by means of school tasks of an intellectual apparatus which can be turned to other tasks in after life. Every work in life, he says, needs for its successful accomplishment a different equipment; therefore there must be as many schemes of instruction as there are professions. You must have one kind of education for a clerk in the House of Commons, another for a Commissioner in Assam, a third for a Secretary in Uganda. A general knowledge of geography is worthless, because the geography needed by an Indian official differs from that needed by a home official. Apparently a man must stop learning when he stops growing, and training in a subject and general knowledge of it is no help to the attainment

of a specialized knowledge of some portion of it. Sir H. H. Johnston shows to what a strange pass we should be driven if we accepted the doctrines of the philosophers who deny the possibility of mental training.

SOME retrenchments in education which are being made would be tolerable enough if only we could be sure that the *status quo ante* would be restored when peace comes. Some counties, for instance, are closing very small village schools. Oxfordshire has just decided to shut up all where the numbers on the books do not exceed twenty, and hopes thereby to save about £1,000. Provided places are found for the teachers in other schools to take the place of those on active service, and no children are left stranded without a school within easy reach, this seems as harmless an economy as can be practised. But we must remember that the cost of the War will not terminate with the conclusion of peace. Considering how small a fraction of the expense is being met out of annual revenue, that charge will continue to be felt for many years almost to the same extent as at this moment, as Mr. Asquith pointed out to the House of Commons on the first day of the Session. The cry for economy in the public services will have almost the same force, the public will have become accustomed to a lower education rate, and the task of regaining the ground that has been lost will tax all our energies.

MR. ASQUITH defended the closing of museums to the important deputation that protested against it as being only one out of a large number of projected economies. What a pity that it should have been put in the forefront! If economies affecting material ease and comfort had been conjoined with those which strike at the intellectual life of the nation, less hostility would have been excited. But to begin saving by closing educational institutions is almost to justify the German sneer at us as a nation wholly given to pleasure. Pleasure, indeed, is still untaxed; though a small levy on theatres, music-halls, and kinemas would probably bring in far more than has been saved on education, and might, in addition, help to redeem our character.

NINE boys, from eleven to thirteen years of age, who called themselves 'The Black Hand Gang of St. Luke's,' were charged with breaking into shops, smashing windows, and stealing sweets and electric torches." So ran the account in the daily press. It was added that their imaginations had been fired by what they had seen at picture palaces. That is possible; the films need watching; but it is just as likely that it was a case of spontaneous combustion. These lads had the spirit of adventure, the spirit that finds even scouting and football tame and wants something with the sting of real danger in it. A fine spirit, but unfortunately there is no place for it in a modern town. In the country it might find an outlet in the comparatively venal sin of "bagging apples." What is to be done with these youthful criminals? Prison, we all agree, is out of the question, and the flogging to which three of them were sentenced may or may not prove efficacious. If it does not, and they appear before the magistrate again, there will be nothing for it but an industrial school or a training ship, unless they are for-

tunate enough to be admitted into the Little Commonwealth. In one way or another they will be brought up at the expense of the community. That seems unfair to the community and unfair to the good boys; but we suppose that it is part of the price that we pay for civilization. We like the spirit of the youngster who, being amongst those who were let off, told the magistrate that if he had any one flogged he ought to deal out that measure to all of them.

THE London County Council is about to make an experiment with the scheme of wall decoration for schools suggested by the Professional Classes War Relief Council as a means of helping artists whose occupation is gone. This is an admirable form of help for the workless, and we hope that the frescoes will be excellent as art, but for the moment we should like to think of them as statements of fact. The pictures will be illustrations of life and industry in the Dominions. They will teach the children facts. The facts so taught will be very few, but they will be taught vividly, impressively, and continuously. The weakness of our teaching of history and geography is not that we teach facts, but that we do not teach them in such a way as to make a permanent impression on the mind. We teach, or attempt to teach, especially in secondary schools, far too many. We dissipate the attention over wide areas, or scattered fragments of areas, instead of concentrating it on limited tracts. We give our pupils' minds no chance to become well saturated with any particular province of knowledge. We teach the same class the geography of India in one lesson and the history of Edward III's reign in the next. The result is that worst of all faults in education—smattering. We all know from our own experience how long it takes us to get a real grip of any new study, but we do not apply that experience to our methods of instruction.

IN another column will be found a full obituary of Francis Edward Thompson, for thirty-six years an Assistant Master at Marlborough College. We give in addition the following reminiscences from F. E. T. one of his few surviving colleagues. "I was for some ten years at Marlborough with F. E. T., and knew him well, though never intimately, as in the twenty years when we both lived in London. He was one of the devoted band of scholars whom Bradley brought with him from Oxford, of whom Franck Bright is now the only survivor. We were keen followers of the Natural History Society with T. A. Preston as our leader, and scoured the country, bringing in sometimes over two hundred specimens. The third of these "daisy croppers" was John Sowerby, a keener alpinist even than F. E. T. himself. I well remember as F. E. T. tripped out of chapel one Sunday evening when Sowerby had been reading the second lesson, his remarking, 'I could not help thinking, Uncle John, that, if you had all faith so that you could remove mountains, you would not do it.' I remember, too, his admirable acting as Master Ford in the *Merry Wives* and his tolerant rebuke when I did not know my part as Dame Quickly; but it was only in London that I came to know his finer powers, both as a scholar and a speaker. I shall not easily forget a lecture that he gave to the Working Men's College on 'The Later Roman Empire.' For an hour he talked without a note, and not

once did I find him at fault in name or date. Those who sailed with him as "Argonauts" will confirm this impression, while his *Greek Syntax* bears witness to the accuracy of his scholarship, as do his labours, known to fewer, on the Grammatical Terminology Committee. Few who joined him—it seems but the other day—in a pilgrimage through Old London could have guessed that their guide was an octogenarian. He was a Liberal-Conservative in the true sense of the word and a link with all that was best in Marlborough since the days of Ilbert and Papillon, W. E. Mullins, Franck Bright, C. M. Bull, and the Moules."

OUR great neighbours (*vive la vraie culture !*) deserve more than a word of praise for the scheme they have inaugurated on the south side of the Channel to train crippled soldiers. A useless man is an unhappy man; a trained cripple is a doubly happy man because he can help in the building up of France in the difficult days which must follow the declaration of peace, the re-establishment of industries that have been ruined or are in abeyance. Last April saw the founding of *La Fédération Nationale d'Assistance aux Mutilés des Armées de Terre et Mer*. Voluntary effort and the French Government are collaborating in the scheme; branches are already to be found all over the country. Crippled warriors of all ages, from boys of fifteen to middle-aged men who are fathers of families, rush to these schools to learn how what remains of them can serve France again; their re-education is proceeding. Men who have lost a right arm, a leg, sight, sometimes both legs, undaunted, eager to learn, cheerfully bear new and painful conditions, learn to write with the left hand, to move as rapidly as infirmity will permit, to make themselves useful to *la patrie*. Some are preparing for State examinations, others are learning to become metal-workers, glass-blowers, toy-makers, tin-smiths, carpet-weavers, shoemakers, tailors, clerks. The Federation may send the crippled *poilu* to the Union of Decorative Arts to learn some useful art; it pays for his instruction. When re-education is complete, the Federation finds the pupil employment. And yet Kultur will insist that France is decadent.

IT is announced that of the vacancies occurring in the Indian Civil Service during the War, and for two years after its conclusion, three-fourths will be filled by nomination, and that these will be reserved for men who have been on active service. As at present arranged all will be eligible whose age did not exceed twenty-four on August 1, 1915. This is not merely fair to the young men who have obeyed their country's call, but it is sound Imperial policy; we cannot have "shirkers" governing India. But we are puzzled by the provision that candidates must reach the standard attained in normal times by those who are successful in an open competition. Take the case of a boy who enlisted in August 1914, being then eighteen. If the War comes to an end next August—a far too favourable supposition, we fear—he will have lost two years' education, will have got rusty, and will find it difficult to resume habits of study. But he will have to get a great deal more than his lost two years' work into the next two years if he is to reach the standard of the Indian Civil Service. It seems to us that the nomination system ought to prevail for four or five years after the declaration of peace if justice is to be done to the soldiers.

PROF. E. B. POULTON, in delivering the third Galton Lecture before the Eugenics Education Society last month, confined himself to a direct attack on an unscientific Government. All are now offering life service to science, yet it will need nothing short of a revolution to convince the British public of the necessity for the full recognition of science by the State, and of securing among the permanent officials, not only of the Admiralty and War Office, but also of the Board of Trade, the Colonies, and the "Tite Barnacles" of the Foreign Office, the best expert opinion of the country.

ONE remedy, as Prof. Poulton pointed out, may be, and should be, instantly applied. Hitherto our Civil Service Commissioners, eminent as they have been in literature and in politics, have been wholly ignorant of science, and consequently, in the examinations both for the Civil Service and for the Army, science has taken a subordinate place. A change in the papers set and in the marks assigned would alter the whole face of education, both in our public schools and in the older Universities. It is monstrous that at the present day a cadet should enter Woolwich ignorant of the very rudiments of science, and there is no possible reason, with Mr. T. E. Page, to cry for a Peace of God while the War lasts. Is there, asks Prof. Poulton, a single great public-school head master who can profess to be a man of science?

ONE glaring instance of the incredible meanness with which men of science have been treated by the Government was adduced. Prof. Meldola is known to all as a great chemist, and some of our readers will remember him as the energetic Treasurer of the first Registration Council. Twice he was offered by the French Government—once in 1900 and again in 1907—the Legion of Honour, and on both occasions he was forbidden by the Foreign Office to accept the distinction. When the War came he was asked by the authorities to help them out of their straits by presiding over some committees, and serving on others which dealt with the relations between science and industry. He was too patriotic to refuse, but the strain was too great for one who had passed his seventh decade, and in a few months he succumbed.

LOCAL AUTHORITIES.

Schools and Farmers. THE authorities of county administrative areas will this year find themselves in a position of increasing difficulty in connexion with the demands of farmers for the labour of school children. The by-laws regulating attendance will, no doubt, have to be relaxed, and where necessary the children released for work on the land. It is clear, however, that great care ought to be exercised in making concessions. Employers of agricultural labour, as a general rule, have no sympathy whatever with education, and very little consideration for the rights and needs of other people's children. Their view, as a rule, is the limited one of paying as little as possible for an irreducible number of helpers, and, if to avoid offering higher wages they can employ school children, they may be trusted to do so. It may well be doubted, in the first place, whether in many parts of the country there is as yet any *bona fide* shortage of labour caused by the war. Recruiting was never very brisk in rural areas and the local tribunals are prepared, apparently,

to admit the claims of all sorts and conditions of young men who work on the land.

Adult Labour. IN considering, therefore, demands for the release of school children for labour on the land, Local Education Authorities would be well advised to obtain definite evidence as to the shortage. Secondly, if the shortage exists, the Authorities ought to be assured that all efforts to obtain adult labour have been made and failed. The various organizations now coming in operation to mobilize the labour of women, and the facilities afforded by the Army Council for the employment of soldiers, ought to be fully utilized by farmers before the education of the children is interrupted. When children are released it is suggested that only those who have reached the age of thirteen should be allowed to leave for suitable permanent employment, and only those who have reached the age of twelve, for suitable casual labour on the land, for a proportion of the school meetings, during the year.

Women Helpers. WITH reference to the employment of women in agriculture, one of the northern counties proposes to establish a Guild of War Agricultural Helpers. The object is to enlist and organize in different districts of the county those who are prepared to render War service by working on the land at farms where there is a deficiency of labour owing to the absence of men on military duty. In each area (which may be an urban or rural district, parish or group of parishes) there will be an officer, called the Warden, who will be responsible for the work of the Guild in the area. The Warden will register those who are willing to enlist as helpers, form small companies of helpers, and appoint stewards to lead them, assist in arranging for such preliminary training in manual operations as may be necessary. That is to say, with the co-operation of farmers in each locality, it is proposed that, before being employed in War service, all helpers will have opportunities of preliminary drill, according to the season, in the minor agricultural operations for which they have enlisted.

Reorganization of Teachers. THE thoughtful suggestions made in the *Teachers' World* on "a question that must be faced"—that is, the urgent problem of the supply of teachers—should receive the immediate and sympathetic consideration of the Board of Education. It must be obvious that the policy of teachers' organizations to have a certificated teacher for every class is impracticable. Moreover, it is contrary to the material interests of the teachers themselves. For instance, while in London one certificated teacher is employed for about 38 pupils, and of adult teachers, certificated and other, one for about 37 pupils, the county areas have one certificated teacher for about 58 pupils and an adult teacher for about 29. If in all the small schools certificated assistants only were to be employed, the expense, even at the present rates of remuneration, would be prohibitive, and in any case would tend to reduce rather than augment the salaries of these teachers. On the other hand, the unqualified supplementary teacher—although in some cases she may prove to be an excellent assistant for a small school—ought not to find a permanent place in our educational system.

Three Grades. THE suggestion is that for the purposes of elementary schools there should be three grades of teachers. The lowest, or third, grade would consist of any approved person not below sixteen years of age—presumably a pupil who has attended a secondary school for at least three years and who displays a special aptitude for teaching. The second grade, or associate, teachers would consist of those who have passed an approved examination of about matriculation standard and are not less than seventeen years of age. The first grade, or responsible, teachers would consist of those who have passed through an approved course of study and training, preferably of a University character, and have served with credit for at least one year. To this grade it is suggested second grade, or associate, teachers should be admitted in special cases where the Teachers' Registration Council recommends the promotion.

Useful Proposals. OTHER important proposals of considerable interest are that, while all headships of schools and specialist teaching should be reserved for first grade teachers, the man and woman occupying these positions should have followed a special line of study and not be required to teach every subject of the school curriculum; that instead of the present certificate examination an approved final examination should be conducted by the Universities to which the various training colleges might be affiliated. It is a reflection upon

our national sincerity that, while we seldom lose an opportunity of urging the importance of education and the great responsibility imposed upon its professors, we pay the majority of teachers less than the wages of a skilled workman. The grading of teachers would, it is anticipated, render possible much more satisfactory rates of remuneration for the first, or responsible, class. Moreover, it is suggested that the present inequality between Government grants and rate contributions should be adjusted by the Government refunding to Local Education Authorities the cost of teachers' salaries. The Government would then be free to determine the proportion of teachers of each grade to be employed by each authority.

THE Hon. Secretary of the County Accountants' Society (Mr. F. H. Owers) compiles each year a useful statement showing the educational expenditure in the large majority of administrative counties. It is to be regretted, perhaps, that the value of the return is to some extent decreased owing to the fact of certain counties not supplying the necessary information. The statement just issued shows that no return has been furnished by Hereford, Kent, Leicester, Rutland, and Surrey. In the forty-three remaining counties (excluding London) the average cost per scholar for maintenance for the year ended March 31, 1915, was £3. 17s. 4½d., the figures ranging from £3. 7s. 6d. in the Isle of Ely to £4. 13s. in Westmorland. The amount of rate raised per scholar was, on the average of all the counties, £1. 16s. 5½d., the Kesteven Division of Lincoln being lowest with £1. 4s., and the county of Bucks highest with £2. 10s. 10d. These figures, however, have only a limited relation to the amount of rate in the £1 required for elementary education. Durham, for instance, with a rate of 1s. 6d. in the £1, spends £3. 15s. 5d., and raises £2. 0s. 6½d. per scholar, while the rate in Berks is 1s.

THE loans outstanding in these counties for elementary-school buildings amounted to £8,176,364, and the largest debtors are West Riding of Yorks (£1,193,029) and Durham (£884,058). In both these counties there has been some anxiety to replace voluntary schools by schools provided by the Local Education Authority. The annual charge on the county for repayment of loans and interest is a heavy one, amounting to £41,995 in Durham and £47,582 in the West Riding, similar amounts being contributed by the parish, or parishes, served by the schools. In the majority of cases the County Council exercises the option of charging three-fourths of its expenditure in connexion with capital payments on the special areas concerned. Thus Lancaster, with a debt of £466,834, and Middlesex, with £420,383, have only £8,652 and £7,481 respectively to meet as an annual charge out of the county fund. Among the larger counties which are in the fortunate position of having a comparatively small school debt are Bedford (£65,921), Berks (£72,143), Cumberland (£77,286), Dorset (£37,580), Wilts (£42,716).

REGARDING actual expenditure on Higher Education, Mr. Owers's statement shows that the counties included in his return raised by rate £645,738, the amount of rate per pound varying from ¼d. in Dorset to 3d. in Durham. The total expenditure was £1,526,537, of which £528,919 was in respect of the maintenance of secondary schools. The outstanding loans amounted to £2,037,372. The counties where the Higher Education loans have already reached six figures are West Riding of Yorks, £292,916; Middlesex, £242,862; Cheshire, £167,305; Essex, £160,334, and Durham, £142,487; and, on the other hand, the debt in Dorset is only £2,250; Lancashire, £5,857; Lincoln (Kesteven) £8,929; Lincoln (Lindsay) £2,391; Norfolk, £8,383; and Westmorland, £1,428.

SCIENCE NOTES.

AN interesting and valuable piece of work has been carried on in the Manchester Museum which we hope will not be allowed to drop. Several schools having been taken over as military hospitals, the Education Authorities arranged a half-time system in certain of the remaining schools so as to accommodate the displaced children. In addition arrangements were made for eight classes to be held daily in the Museum, one teacher giving four lessons in biology and another an equal number in geology. And now the assistant in the Egyptian department gives short courses in Egyptology four times

per week. The lessons are of thirty to forty minutes' duration and are followed by examination of illustrative objects in the cases. Moreover, the Museum authorities have provided duplicate specimens from reserve stock which can be handled by teachers and pupils. In this way nearly a thousand children are receiving very valuable instruction. If the recommendations of the perfectly inexpert Committee on Retrenchment are followed, this excellent work will cease, and the children will be turned into the streets or more expensively and less efficiently housed and taught. We hope the Manchester authorities will pursue an independent course and continue their enlightened and successful procedure.

A NEW method of disinfecting hospital ships has been invented by Dr. Dakin. A current is passed through an electrolytic cell containing sea-water, and an effective solution of sodium hypochlorite is produced in five minutes, at a cost of 3d. per hundred gallons. For sterilizing decks, floors, &c., the solution can be diluted with an equal volume of ordinary sea-water. It is an easy laboratory exercise to imitate this method on a small scale, and at the present moment the fact that this electrolytic action is used on our ships conveying wounded troops across the Mediterranean gives it a special claim to attention in a school course, being stronger in appeal to pupils' interest than the manufacture of bleaching solution can be.

THE London Branch of the Mathematical Association had the pleasure of hearing a Presidential Address from Prof. T. P. Nunn on February 19, the subject chosen being "Reasoning." The standpoint of the lecturer was evolutionary, the power of reasoning being regarded as originating in such relatively low-level processes as are observable in dogs. These processes were, in turn, evolved from yet lower conative responses to stimuli which are usual in lower grades of life. The application of the principles to mathematical teaching were illustrated with special reference to geometry. Stress was laid on the need of concrete experience as material, without which the pupil could not be expected to reason—it was demanding bricks without supplying straw. Although schools no longer plunge boys into Euclid's Elements without some geometrical preparation, Prof. Nunn was of opinion that far too little geometrical experience, especially in three dimensions, was provided. More use should be made of models; it was a mistake to suppose that their use weakened the exercise of reason. Besides a ground-work of experience, it was necessary that the pupil should have a purpose to achieve—without purpose, reasoning could not exist. At the conclusion of the address, Prof. Whitehead strongly endorsed the views of the lecturer.

DR. J. W. EVANS has drawn up for H.M. Stationery Office a pamphlet (price 2d.), which, we believe, will be found useful by teachers and boys who have a taste for geology. Its title is *Directions for the Collection of Geological Specimens*, and the advice is detailed and thorough. It was probably written for the benefit of travellers, and contains advice on observing physiographical evidence as well as on collecting.

WE are sorry that we cannot support the suggestions of the London Mathematical Society as to the use of certain symbols and notation for printing. In our opinion teachers will be well advised to use the solidus notation sparingly. It is a fruitful source of error and confusion, and experience shows that it is an obstacle rather than a help to the printer. We particularly hope that examination papers will not follow the Society's recommendations.

THE Board of Education, under the authority of the Army Council, issued, on February 23, to Local Education Authorities, Schools, &c., the following statement:—"A teacher in a school or teaching institution aided by grants from the Board of Education who has been attested under Lord Derby's Scheme and has been 'grouped' in Army Reserve B, may, if an application for his postponement on grounds of public interest is made, with his concurrence, by the Local Education Authority or the governing body of the school or institution in which he is employed, be postponed for such time as may be determined by the Army Council." The Circular is accompanied by forms of application to be filled in and returned to the Secretary of the Board, who will submit this to the Army Council.

DORSET DEAR.

By S. P. B. MAIS.

IN the dark days from November to February we are usually entirely discontented with our lot. "London," we say repeatedly, over the teacups, "London is the only place in winter. Oh, to be in London, now December's here!" The splendid colours of autumn fade into the drab nakedness of Christmas: there is no beauty in Nature that we should desire her; there is no magic call in the air which makes us climb West Hill or High Stoy and drink in afresh the myriad variable features that have made our county world-famous. If the Pipes of Pan play at all, they play but one tune—"London—London—London."

When we go for a walk it is to the station to see the expresses dash through, Waterloo-wards: only after a heavy run across country with the Beagles does any of the old love of the soil return to us: we become irritable, morose. Why should the Londoner have all the privileges of life? Why should all those laughter-rousing revues with their narcotic powers of taking men's minds off the horrors of war be all at the beck and call of the people of one town? Why should not George Grossmith, Gerald du Maurier, Doris Keene, and Unity More make glad our hearts, too, by travelling up and down the country, bringing joy and light into remote places? Surely they could be spared for a month out of the twelve.

Why will not Messrs. Lyons supply us, county-folk of Dorset, with delicate viands and a band to play *Bric-a-Brac* and *To-night's the Night* the while, instead of confining their good work to one town? Why will not famous men in the world of art and letters, men whose very initials stir a feeling of profound reverence in us—say G.B.S. or E.V.L. or A.A.M., leave Adelphi Terrace and the haunts of Fleet Street and come and commune with us in the heart of that country which they profess to love so dearly? I suppose the truth of the matter is that in winter time, at least, man is a sociable animal: he wants companions, gaiety, warmth, and a sense of speed. None of these will he find in Dorset. A bicycle is almost indecorous here, unless it is being wheeled uphill. To walk at a rate of more than three miles an hour is to cause vague uneasiness in the hearts of the people you pass, who either tongue-tied turn to stare at you long after you are out of sight, or jeer at you as a fanatic.

The sense of hurry is so far remote from us that on these rare occasions when we do go to London, we have to stand still on the platform at Waterloo for some minutes to recover our sense of motion, so dazed are we by the rapidity with which people move and by the (to us) uncanny alertness of expression on their faces.

Here we take a library book (if we are wise) into the Post-Office: there is always time to light a pipe and read another chapter before the lady in waiting can condescend to recognize our existence. As a matter of fact, I have learned at last that the only way in which you can get served in any shop in Sherton Abbas is to open a book and settle down to read. This quite normal proceeding for some strange reason upsets their sense of equilibrium and proportion: they are often eager to attend to your wants (from sheer perversity, one is almost tempted to say) before you have had time to read even one page.

At any rate, it is never safe to go shopping without some kind of literature under your arm. As a matter of fact, shopping here has its compensations. When it is raining (in the absence of a British Museum, Queen's Hall, National Gallery, or Tube station) we just stroll in to our local bookseller's, pick up some book on the counter (it may be *Lenten prayers* or a handbook to geology) and settle down for a quiet hour's reading. No one will interrupt. As a change from this free refreshment of the mind it is possible also to obtain, if you are wary, free refreshment for the body.

The greengrocer or the pastrycook provides delectables of a simply irresistible nature; you absent-mindedly help yourself to chocolate after chocolate or plum after plum while you

continue to read, and it is astonishing how little you consume before your wants are attended to. But all these subterfuges take time to learn. It is not always easy for those who have led busy useful lives, say, of administrating large provinces five times the size of Great Britain to have to retire into private life in a country place where the main topics of conversation are the biting propensities of your neighbour's dog or the new hat of your neighbour's wife; where your most serious occupation is paying your gardener or looking after Belgian refugees; where it is impossible to get a book from the library within six months of publication, and then only if it be fiction; where you are entirely dependent upon your daily paper for your views of the situation and your knowledge of current topics of importance.

It is almost unendurable, if you are one of those who think that life is something to be lived to the full, every moment of it, to watch these cottage women standing hour after hour at their doors gossiping or merely gaping at the passers-by or to pass men prematurely bowed, who crawl through life, throwing precious minutes, days, weeks, months, even years to the winds, having no further object in view than the killing of time. They do quite literally kill it. Time, the most neglected, yet the most important of their gifts, they squander, even murder.

How it makes us long for that healthy spirit of competition which is the very zest of living in London, where each man strives to get the best out of himself in order to get out of the ruck and ascend one more rung of the ladder of fame. These countryfolk seem to have no initiative, no dissatisfied longings; there is no divine discontent, latent or otherwise, in their hearts. Even the better people are content to be cheated by their butchers or their milkmen; they are too lazy to demand good return for their money. The malign spirit of ease and lassitude has eaten them up so that they have no zeal left. Such are the thoughts that cross the minds of all of us who are not wholly dead to the inward spark that causes us to fret and fume when we feel that we, too, are likely to slip into the quagmire and to be lost for ever.

London is, then, our land of heart's desire: how we count the hours until release comes and we are able to throw ourselves for a day or a week blindly into the whirl of gaiety. Our friends in town look upon us as lunatics when we demand an early breakfast so that we may explore all the shops before lunch, to be followed by two theatres and supper at the Savoy: all we seem to see of their houses is between 2 and 8.30 in the morning. It is almost sinful for us to remain under an ordinary roof when we are in London: we want to be up and doing, wandering the streets, surveying the crowds every moment of the day. It is with the greatest reluctance that we leave the crowded street for the no less crowded restaurant or that, in its turn, for the theatre. There is so much to see and feel; the throbbing heart of London thrills us; the sight of the fog over the river is almost blinding in its beauty; we are dazzled by the vision of the numbers of delightful experiences that await us at every turn. Surely Parliament Hill or the Embankment on a sunny frosty morning, Piccadilly and St. James's Park when darkness is falling over the land, Big Ben reflected in the water, the cheery lights of a Tube station, all these and thousands of other phenomena excite our æsthetic sense so that we feel their beauty permeate our being through and through. It is with a strange feeling of being once more at home that we enter our club and recline again at ease in those luxurious chairs with all the periodicals at our command which we so sadly miss in Dorsetshire, and find friends there to talk to, men who have made their name in some niche of life which interests us extremely, men who talk with authority about the things that matter, not as village Shallows and Silences.

When we want music and light gaiety in London we don't have to endure songs and waltzes which were worn out already when we were children. When we want advice, spiritual or medical, we do not have to resort to sermons or textbooks green with age; we can sit at the feet of the Gamaliel or Ambrose Paré of the day. The best of every-

thing is accessible; we are as gods: into whatever shop we enter we are hailed almost as a divinity; our wants are known before ever we open our mouths; our idiosyncrasies are remembered alike by our tailor, our wine merchant, our tobacconist, our florist, and our bookseller: each has something which he knows exactly suits our taste, and we buy and go on buying.

There lies the secret of London's charms. To enjoy London a man must have money: as Doctor Johnson most truly said: "He who is tired of London is tired of life," but we quickly find that when the money gives out London becomes tired of us: she is a fickle, greedy jade. She preens herself out in her very best and incites us to partake of all her pleasures, but the piper has to be paid. After our week or month of revelry we look sadly at our depleted purses, and are staggered at the way that our scanty resources have disappeared: taxi fares, meals, books, clothes, theatres—all these seem to absorb money as dried up pots of plants drink water. We return sadly to Dorset, to obscurity and niggard penury; it is only there that we can live within our means without temptation.

For the first few days after we come back, our home, our furniture, our household gods all alike look tawdry, meagre, and commonplace—but we make up our minds to endure what cannot be cured, and in a few weeks we become reconciled to our lot. The evenings begin to draw out; we awake to the singing of a thousand birds, sunrise over the wooded hills is one vast mass of rosy colour, the plants begin to put forth their shoots, flowers to bloom in the garden. Spring is at hand. Mother Earth is awaking from her long winter sleep, and as she shakes herself preparatory to donning her gorgeous fresh apparel of green we feel that the Pan pipes no longer insidiously whistle, "London—London—London," but "Come out into the dewy meads, into the dark forest and learn my secret; London is all very well for a day, but I am your true love for ever."

Nature begins again to smile, to break into sunny-hearted laughter; all the woods and the hills seem to shake with the large-hearted mirth that possesses our great mother as she brings to birth her children of beauty, children calculated to make glad the heart of man, to cause him to forget "the pain, the truths and lies" that so worry the mind of man in these times of travail and dire distress. Spring is here: we forget and forgive the ignorant rudeness of the shop assistants, the sloth of the working men and women, the lack of aim or ambition on the part of all the young boys and girls; we forget momentarily that we have lost touch with Fleet Street, Adelphi Terrace, and Henrietta Street, or whatever part of London it is that so captivates our imagination, that we have cut ourselves off from the society we most covet of any in the world; the overpowering beauty of fields and streams, the eternal outpourings of joyous rapture on the part of all the birds captures our senses, and we are not so much content as overjoyed that our heritage is fallen unto us in a fair ground, in Dorset by the sea.

Now is the time for us to explore again all those haunts which we have so neglected since last summer—the old village churches with their Norman archways and dirty cobweb-ridden, rickety stairs leading to the belfry, from which we can spy out Camelot and Glastonbury, Lyme Regis hill and Egdon Heath. Now we can wander up that mill-stream in the Poyntington gully where the kingfisher used to display his gorgeous colours to the wary walker; now we can ride out to Montacute and Cattistock and revel again in the stern beauty of the Tudor manor houses and concoct fresh romances round their mullioned windows and flagged courts; now is the time to gallop again over the green track which Charles II used when he escaped from Trent to Charmouth, and imagine again that we hear the hoofs of the Parliament spies tracking him down, gradually drawing nearer and nearer. Now we can stand once more on Marston Hill and hear again the merry note of the horn as the master urges on his pack to take up the trail where he has located it: now even the passers by seem to be more awake and have something of the reflected glory of Nature in their

faces as they cheerily bid you "good-day." It is good now to be away from the turmoil and the stress of cities, to be free, wind-blown on the Dorset Downs, battling homeward against the gale at night with the stars twinkling humorously overhead as if positively interested in the good-natured battle between man and the elements which fight with him only to brace him the more and render him hardy, healthy, and active.

Let no one deride our Dorset now; this is life at first hand: we live what poets write—this is our compensation for the dark hours of winter. Let not the name of London be so much as mentioned. We have forgotten the garish day—we have our moors and fells: what more can man desire?

Enter these enchanted woods,
You who dare . . .
Earth your haven, Earth your helm,
You command a double realm;
Labouring here to pay your debt
Till your little sun be set;
Leaving her the future task:
Loving her too well to ask.

THE NEW OXFORD "LOCAL."

ONE of the suggestions made in Circular 849 was that the second school examination, that to be taken at eighteen years of age, should be "based on the view that the school course should in these two years (*i.e.* sixteen and a half to eighteen and a half or thereabouts) provide for the more concentrated study of a connected group of subjects," to which the study of one or more subsidiary subjects should be added. The new Oxford Examination, to be called the Higher School Certificate Examination, is an attempt to meet the suggestion. The groups are four—Classics with Ancient History, Modern Studies, Science, Mathematics—and there is a list of thirty subsidiary subjects, the last of which is Education. What strikes us about the requirements of the examination is their poverty, viewed as a syllabus for two years' work. We turn with special interest to the group called Modern Studies, for here there should be a program which could give definite shape and aim to the somewhat nebulous instruction of modern sides, which have developed in our English fashion, mostly at haphazard, without any well-thought out scheme, or clearly defined purpose. But what do we find? The group is divided into six sections, four being the languages Latin, French, German, Italian, and the other two History and English. Remembering that these studies, with some small subsidiary subject added—and all the subsidiary subjects are small—are to occupy the entire time of boys and girls of at least sixteen for two years, one would have thought that two languages, History, and English might well be required in the examination. As a matter of fact, a candidate can pass in two languages, and nothing more, except the aforesaid subsidiary subject, say, Raleigh's *Elementary Politics*.

Nor is very extensive reading required in the tongues to which candidates will give their whole energies for two years.

The French set books comprise a certain amount of poetry, two dramas, and two novels; the German, four plays, a fragment of history, and some poetry. This will spread out thin indeed when the students can read French and German for two hours or so a day. Unprepared translation and composition are added, but of what standard they will be, only the examination papers can tell us. Further, in each case, the "Literature and Social History" of the period of the set books is appended. This is, no doubt, a laudable recognition of the principle that literature should be read in conjunction with the history of the times, but the phrasing is enigmatic. What precisely is the "Social History" of

France from 1800 to 1850? Will it include the Socialistic movement of the thirties and forties? If so, would it not be desirable that the students should read some French books bearing on that movement? The predominance of imaginative literature in the program is a serious weakness. Between sixteen and eighteen the mental horizon is broadening, curiosity about the big world is increasing, the reasoning powers are gaining strength. It is a crime to feed the minds of young men and women at this age solely on plays and novels. Machiavelli's *Il Principe* and Schiller's *Abfall der Niederlande* are the only books which do not come under that denomination. But as an alternative to two languages, the candidate may take one language with two papers in History and two in English. He will then have to read a century or so of English History, a like amount of foreign history and some six or eight works of English writers, "a general knowledge" of which will be required. This seems to provide a sounder and broader education than the first alternative, though the ground to be covered is, to say the least of it, not excessive. We think the Delegacy might have ventured to throw elementary politics in with history. A boy who reads history at seventeen ought to be encouraged to deduce and generalize. A third alternative is History and English, with unprepared translation "of moderate difficulty" from a foreign language. The weakness of this choice is that the student's mind will never cross the Channel, except for a brief excursion into foreign history and an easy unseen. We can hardly say that Oxford has solved the problem of a modern liberal education. There is nothing of the nature of all-round humanistic culture in the various options admitted.

Of the last two groups we have not left ourselves much space to speak. The Board joined Mathematics and Science together as one group of subjects, but Oxford separates them. From sixteen to eighteen a boy or girl need study nothing but mathematics with, say, the history of Canada, or a fragment of Old Testament history thrown in as a subsidiary subject. This may be a good foundation for a University school of mathematics; will it be a good foundation for life? And it is surprising that no mathematics are included in the Science group, not even in connexion with Physics.

CORRESPONDENCE.

SHAKESPEARE AND THE ELEVEN-YEAR-OLDS.

To the Editor of "The Journal of Education."

SIR,—I think that I am justified in saying that it is still something of an experiment to read the plays of Shakespeare with a class, the average age of which is between eleven and twelve years; so that the following few notes as to what I have found out by actual experience may prove of interest. The selection of the play is of the highest importance. And here it is easy to be led astray by preconceptions. It is a mistake to think that, for instance, *As You Like It* will appeal to these youngsters because of its woodland scenes. Shakespeare's comedies require more knowledge of life for their even partial appreciation, and these young children will, if allowed to be frank, own that the play between Rosalind and Orlando is boring to them.

In my experience, there is no play more successful with the younger children than *Richard III.* I will risk being told that this play is but a "melodrama of genius," for I am writing here, not of my own personal tastes and preferences, but of what I have proved, more than once, to be the taste and preference of the class. The character of Richard is drawn with such fascinating boldness; the Satanic craft with which he plays with all the other persons, his swiftness, subtlety, and unflinching resource, dazzle and delight the children. They realize, of course, that he must be defeated in

the end; they have a sure sense of primitive justice, and he is clearly the enemy of God and man; but here the strength of the ghost scene comes in. And how they love the ghost scene! No true child believes that Richmond in himself is strong enough to put down the supremely crafty Richard; supernatural agencies intervene, and the tyrant falls, not the least regretted by the class that has followed his grim exploits with a series of thrills.

Henry V is another excellent play for children of this age, with the added advantage that it is often possible for the children to see this on the actual stage, a great revelation always. The humour in *Richard III* is of the grimest; that in *Henry V* is positively rollicking. I remember with great delight the glad surprise of my class when they discovered that Shakespeare, that mighty name to which was attached a kind of awe, could positively be "funny"! The celebrated flea on Bardolph's nose effected a lively introduction to a quite human Shakespeare. The place of contrast in art came up naturally for discussion.

Here let me breathe a word of warning against dragging into these lessons any disquisition which does not enter naturally. So long as the child is enjoying Shakespeare, the master's most useful task is to efface himself. There will come appropriate times—at the end of the reading, probably—when much may be usefully discussed; and the more freely the child says his say, the more useful, probably, will be the discussion. The dragging in of the notes for the notes' sake, which I should not advise at any age, is certainly to be avoided with a young class.

Julius Caesar and *The Merchant of Venice* are two plays which I find successful with children of this age. The characterization in both these plays fascinates young and old. From a child of eleven I got the following truly illuminating commentary:—"What a respect Shylock shows for the Law and for the Law Court!" As thoughtful as unexpected, and worth some pondering upon. "What ideas of Venice do you gain from the play?" This was an essay which I set the class, and it brought a series of very thoughtful and intelligent observations. Then, again, *Julius Caesar* provides five highly dramatic episodes, all masterly drawn, yet each providing much that a child of eleven can value and enjoy—the conspiracy, the murder, the Forum, the quarrel, the final battle.

The greatest difficulty in the matter, in my opinion, is to find in a class of this age of average British children a sufficient number whose power of reading dramatically is equal to the occasion. Here, in a co-education school, I think we get a little advantage from the fact that girls are less self-conscious than boys. The children themselves soon become very keen, and know the best readers, and are very critical of the inferior ones. The matter is often discussed (so keen are they) in the interval between lessons. I have entered my classroom to be greeted with: "Please will you be Shylock, as none of the good ones want to be, and the bad ones mustn't be?"

The competition for certain parts is sometimes embarrassing. In the Clarence scenes, in *Richard III*, I took it for granted that the boys must be first and second murderer, to the marked grief of the girls. What is a poor mere man to do when a particularly sweet little girl, with an intensely pleading look in her large expressive eyes, entreats earnestly: "O, Mr. Platt, do let me be first murderer to-day!" —Yours, &c.,

WILLIAM PLATT.

The Home School, Grindleford,
North Derbyshire.

ECONOMY AND SIMPLICITY IN SCHOOLS.

To the Editor of "The Journal of Education."

SIR,—As Hon. Secretary to the Schools Committee of the National Food Reform Association, I welcomed the resolution adopted by the Head Masters' Conference, which aimed at securing reduced expenditure and increased simplicity of

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living in English public schools. The following schools, among others, belonging to this influential body were represented at the First Guildhall School Conference, 1912, not a few by their head masters or medical officers: Abingdon, Bromsgrove, Canterbury (King's School), Christ's Hospital, Clifton, Dover, Eastbourne, Eton, Glenalmond, Haileybury, Harrow, Lancing, Malvern, Marlborough, Mill Hill, Radley, Rugby, Sedbergh, and Sherborne. The Master of Haileybury also sat on the special Committee which organized it, as nominee of the Head Masters' Conference, while, among his colleagues were representatives of the Incorporated Association of Head Masters, the Association of Head Mistresses, the Private Schools Association, the Medical Officers of Schools Association, the British Medical Association, and other societies, as well as Drs. Clement Dukes and Odery Symes, of Rugby and Clifton respectively, and the editors of your and other journals. May I be allowed to remind your readers that in discussing the principal conclusions arrived at on this occasion, the *Lancet* used these words: "What is wrong is the business management of the catering department—in a word, the housekeeping." Until women specially trained on the lines advocated by our Joint Matrons and Schools Committee are available in this country, as they have long been in America and more recently in Canada, the task of catering at once scientifically and economically in schools and other institutions must at best be a difficult one. Paradoxical though it may at first sight appear, it has been demonstrated that increased variety of food—held at the Guildhall to be one of the desiderata—so far from involving increased expense, can be provided at a lower cost than a monotonous and unappetizing diet. This takes no account of the reduced amount of waste, or the improved physical and mental conditions alike of scholars and staff that result. We have already been able to be of some service to a number of schools and, I shall be glad to hear from, or to see by appointment, any Head of school or house, or responsible caterer, who stands in need of help.—Yours, &c.,

CHAS. E. HECHT.

178 St. Stephen's House, Westminster.

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(Continued on page 144.)

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ROLL OF HONOUR.—L. D. Cane, Captain and Adjutant, 20th Royal Fusiliers, was killed in action in France on January 24. He was a scholar of Sidney Sussex College, and took a First in the Classical Tripos of 1904. After some years of experience as an assistant master, he was appointed to an Inspectorship of Schools. On the outbreak of war he was granted leave of absence, was gazetted to the 20th Royal Fusiliers, and was sent to the front last November. His widow is a daughter of Mr. S. Haslam, the well known Uppingham master.—Lieutenant E. S. Wilkinson, 1st London Regiment (Royal Fusiliers), and Royal Flying Corps, son of Prof. Spenser Wilkinson, has been killed in action; also Private H. Rieu, 16th Battalion Middlesex Regiment, assistant master at Merchant Taylors School, the fourth member of the staff who has given his life for his country.—Lieutenant S. S. Anderson, 5th Battalion Royal Scots Fusiliers, Assistant Master at Ayr Academy, has also fallen.

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By A MODERN SIDE MASTER.

I SOMETIMES think that the Shakespeare Tercentenary Committee would do more for the honour of Shakespeare and the respect of his memory by offering a prize for the perfect school edition of one or more of his plays, than by the erection of a thousand theatres. It is a sad confession to have to make, and yet I fear it is true, that the effect of school editions, coupled with the prospect of school examinations in Shakespeare, is that there is for me a slight taint about the plays which I have read in school with a form. Now it is possible, of course, that the prize-winning edition might be a perfectly plain text of the plays, well printed on good paper; and for some purposes this would deservedly obtain the prize. But the edition which I contemplate is one which assumes the present examination system. It is adapted, not for a Perse play company, but for a classroom where an impending certificate or matriculation examination utters an occasional warning like the ghost of Hamlet's father from beneath the boards. There is a story current in a famous school, that the head master, hearing a "confused noise within" as he passed the door of a junior master's classroom, entered, and, seeing a small boy crouching beneath one of the desks, demanded sternly what his name was. "First murderer, sir," was the reply. Of course, this is all very well in its way, and for the evocation of the dramatic instinct even a typewritten part with "cues" provided may be sufficient. But the head master and the examiner call for sterner stuff.

Now it is perfectly true that one way is to give boys a plain text and perhaps a notebook, mug up "Verity" in the holidays, and give a sufficient *réchauffé* to the form. But this procedure is vitiated by the following dilemma: The detailed explanations and the note-taking will probably interfere seriously with the reading of the text, or, if they

are deferred till afterwards, the text will have been read by boys who are ignorant of what a good many of the words and expressions mean. There must then be an annotated text, which boys can read beforehand, so as to come in with an understanding of the minor matters which have to be mastered before we can profitably approach the real problems of the drama. Preferably, I think these explanations should be given as foot-notes on the page. For one thing, it would limit them in scope. No one could print one line of text and occupy the rest of the page with notes, after the fashion of the older classical editions. It would look too foolish. Sometimes when an unfamiliar word makes its meaning plain, either by its own peculiar expressiveness or by its context, it can be left without explanation. "Aroint thee, witch!" hardly requires a note. Similarly, if the meaning of a phrase, slightly obscured by an inversion of words, for instance, can be made out by inspection and common sense, it is better to leave it for teacher and class to unravel together. Even if sometimes they fail, that is perhaps preferable to telling them in a ready-made paraphrase. The worst of "notes" is that they almost always tell you the things better left to be found out, and omit the things that really want telling. Any unusual words with a peculiarly interesting etymology may have a glossary at the end assigned to them, which we may, or may not, use by way of a concession to philology. But the tiresome system of "notes at the end" is a device which has nothing to recommend it but the method of "learning and saying," possibly accompanied in the "saying" by much tramping about to "take places." In no more rational system has it anything to recommend it. It is easy enough to discover if a boy has spent any time over it beforehand without that clumsy and disturbing process.

But the more important matter is that of the larger problems and difficulties which are concerned not with verbal obscurities, but with the meaning of the play as a whole. And here I am arrested by a doubt. To state that there is a problem as to the meaning of the play is surely to accuse Shakespeare of incompetence. A contemporary dramatist would hardly take it as a compliment if all the critics differed as to what his play meant. In some respects I think there is no answer to this objection. To have to tell the readers of *Macbeth* (I take my illustrations mainly from this play because I have recently "done" it for an examination) that it is a tragedy of Ambition is really an insult to the intelligence either of the author or the reader. Nor is it much better to have to explain that Lady *Macbeth's* ambition is of a kind different from her husband's. If the barest reading of the play does not make these things plain, then it is better left alone. Nor, I think, is it always necessary to realize these things analytically. A good dramatic presentation of the sleep-walking scene does not make us ask: "What change has taken place in Lady *Macbeth* since we last saw her?" We realize it without explicit analysis. The real place for discussions as to the meaning of a play is where the acting would make things plain which cannot be fully expressed in the written text, and especially where the poet has purposely left some scope for the actor's interpretation. A case in point is, I think, the development that takes place in *Banquo*. Mr. Bradley has worked this out admirably, but it might easily escape even a careful reader except in the one plain intimation about

the cursed thoughts that Nature
Gives way to in repose.

In fact, if we are to have "introductions," they should be modelled on Mr. Bradley's essays, though, of course, greatly reduced in length and scope. I do not think that the date of the play matters, except for actual specialists, unless just so far as to assign it to one of the great groups according to strictly internal evidence of style and metre; and for this purpose probably a separate handbook on Shakespeare, such as Prof. Dowden's, is a better guide. Holinshed and Plutarch are only interesting as showing how much a dramatist can borrow, and yet be strictly original. Otherwise, for our purpose, they are better forgotten.

Moreover, these remarks are not based wholly on personal predilection, but on the requirements of examiners. The Oxford and Cambridge Higher Certificate, which is meant for boys of eighteen, seems to require a knowledge and understanding of the play which could be obtained from a school edition such as I contemplate, supplemented by discussion in class led by persons who are not necessarily Shakespearean scholars. Possibly such an edition already exists. If so, it is lost in the infinite variety of specimens which flood our common-room library. Mr. Verity, at the present moment, seems chiefly to hold the field; but, with due respect for Mr. Verity's editions, regarded as manuals for the use of University students, I feel impelled to make war on his conception of the need of schools, just as Canon Glazebrook, in a noteworthy essay, made war on the conception of "Clark and Wright" some years ago. The truth is that many "school editions" are really written more for the benefit of the teacher than the taught. If it were not so, where would be the use of the teacher? It does not require a University degree merely to "see that the boy has read it."

Finally, I must confess to a doubt whether even the prize-winning edition would quite rid me of that feeling of a taint. Possibly to get boys to appreciate Shakespeare and, at the same time, to make him an instrument of examination, are incompatible things. The inventors of the Oxford and Cambridge "Schools Certificate" refused to make examination in English literature compulsory, because they thought that to examine in it was to kill it. The popular symbol of education is still the rod. Perhaps it is unwise to make Shakespeare into such an instrument.

BILINGUAL CANADA.

IT is unfortunate that, at a time when the French and the British are more closely united in spirit than at any previous period in their histories, a misunderstanding should manifest itself in the great Dominion in which French and English have their common home. The French have a serious grievance against the adjoining Province of Ontario on the schools question. The grievance is that the English-speaking portion of Canada will not allow that Canada, as a whole, has a right to call itself bilingual in the same sense that South Africa claims the privilege for herself, or as Switzerland claims it for her three tongues. The French Canadians insist that, wherever they go in Canada, they are entitled to claim that French shall be used as the medium of instruction in the schools, provided that the majority of the children come from French homes. Ontario retorts that this is a mistaken view. Quebec, says the Ontarians, is a bilingual province, but not Ontario. "Here," they affirm, "you are foreigners. You have no more legal right to be instructed in French than the Russians or Icelanders (who also resort as settlers to our province) have to be instructed in their native languages." The argument may or may not be correct, but policy would seem to lie the other way. Many of the better educated English-speaking Canadians maintain that the French language in Canada lives on grievances. Were these removed, the superior commercial value of English would probably promote its predominance. They also maintain that the whole trouble is fundamentally non-political, but ecclesiastical, and, like many other feelings, good and bad in this world, is fostered by the priests. The French Canadian paper *La Presse* contains the account of a monster meeting held in Montreal to hear a speech from Senator Landry, President of the Association canadienne-française d'Éducation de l'Ontario, on the subject of the wrongs suffered by the *habitants* of Canada. On this occasion the beauty of the French as spoken in Canada was insisted on, and it was maintained that it had a historic interest not inferior to that of the French of Paris. A singularly inept utterance of an Ontario orator was cited by a notary called Victor Morin, in which the orator maintained that the French

Canadians had better stop talking French and boasting of their large families (*sic!*), and that they ought to assume English names. Those parents who had more than five children ought to have all above that number drowned! It is certain that ill judged and fatuous utterances like this are not calculated to allay the racial feeling which the French Canadians assert is beginning to make itself very forcibly felt. It would be an excellent thing for the future unity of Canada if the English- and French-speaking inhabitants of that fine country would learn each other's language. And it would do much good if the professors at the important M'Gill College were so well equipped with French as to be able to give lectures in that language, not merely in their own college, but throughout French Canada. This, hitherto, has been far too much neglected.

JOTTINGS.

THE Easter Meeting organized by the Committee for Development of Regional Survey (Chairman, Prof. Patrick Geddes) will be held at Ludlow, April 22 to 29, and a practical study will be made of this interesting town and its region from as many standpoints as possible. The results of these studies will be correlated to form what is hoped may be the beginning of a regional survey of Ludlow. The governors of the Grammar School have kindly consented to the use of a room for evening gatherings. The various sections of the meeting, under capable leadership, will study along their own lines—geographical, historical, sociological, &c.—and the result will be correlated and discussed at the evening meetings. No formal classes and few lectures will be held, but addresses will be given by members of the Committee and others. A small fee, calculated to cover the expense of organization, will be charged to each member of the meeting. Members will be asked to find their own accommodation in the town, but a list of hotels, lodgings, &c., will be sent to inquirers. Further particulars may be obtained from the Secretaries of the Meeting—Geo. Morris, 18 West Road, Saffron Walden, and Miss M. Barker, The Outlook Tower, Edinburgh.

ROMAIN ROLLAND's new book, *Au-dessus de la Mêlée*, which has run through many editions in France, has been translated into English, and is to be published very shortly, under the title of *Above the Battle*, by Messrs. George Allen & Unwin. The translator is Mr. C. K. Ogden, M.A., of Cambridge.

THE Women's Local Government Society have presented a Memorial to the President of the Local Government Board urging it to exert pressure on Local Authorities to secure the co-operation of women on Committees for the Care of Women and Young Children. It is pointed out that the need for introducing such reform is pressing, as on most of the Councils all the members are men, and during the operation of the Elections and Registration Act no women can be added by popular election.

LORD HARDINGE laid the foundation stone of the new Hindu University at Benares on February 3.

It is satisfactory to record that during the first year of the War there has been no diminution in the numbers of students preparing at the Maria Grey College for teaching. The College admits only a limited number of students and every vacancy was filled. But the demand for trained teachers is in excess of the supply. Every one of the students taking a Secondary Diploma in June and December of last year has obtained a post. Of the seventeen students who presented themselves for the examination in proficiency in teaching during 1915, all were successful.

DURING the past year fifteen students of Cherwell Hall Secondary Training College for Women Teachers passed the examination for the Oxford Diploma in Education, ten students obtained the Cambridge Teachers' Certificate, and ten students qualified as junior form mistresses by taking the Cherwell Hall Teachers' Certificate. Several students were appointed to exceptionally good posts, some in boys' schools, the salaries obtained by the majority being higher, on the whole, than before the War.

PROF. MURRAY starts to-day for the Government business in Sweden as he announced when accepting the Presidency of the Teachers' Guild.

OBITUARY.

F. E. THOMPSON.

(Late Assistant Master at Marlborough College.)

F. E. THOMPSON, who has just passed away, was one of a group of "famous men" who took up the work of the pioneers, the first makers of Victorian Marlborough, and shaped and moulded the traditions which are the rich inheritance of the present generation. "Let us praise famous men," though their fame rest with the sons of a single school. They were all missionaries in the high sense, men conscious of great possibilities, men of creative energy and high ideals, not one of whom but had his touch of genius, men who might have sought wider spheres and higher positions, but preferred to give their whole lives and the eager workings of their active brains to this one school which they knew and loved and served faithfully. They had indeed unique opportunities. Thompson, for his part, had his great special opportunity and he took it. As first master and maker of Cotton House, he counts directly as one of the creators of Marlborough as it stands to-day. He had taken one of the College houses (B 2) in the usual course of promotion, and held it until his marriage; he also taught several forms, beginning in the fourths. But it will be as master of Cotton House and as master for many years of the Upper Fifth Form that he will be most remembered, and it is of his conduct of these posts that a few words may be said now, in the first hours of loss.

For more than twenty years Cotton House meant Thompson, and Thompson stood for the School as represented in Cotton House. He made it a unit of the school while he gave it the impress of a definite character of its own. His own house instincts and house loyalty were naturally strong, nor did he ever minimize the influence which a strong house-master can exercise upon a school through his house. Inevitably and rightly, Cotton House interests were his special care and his pride. But he did not lose sight of the whole in the part. He recognized, and taught, that the school came first, while he tried so to mould the traditions of the house that loyalty to it was loyalty to the school. So he made the house, so far as a man can shape his ideals, a type of what he thought the school should be, and through the house he helped to mould the school. And the influence he gained by virtue of strong views and a strong will was very wide and felt by all. It was felt in the boys' work and all sides of their intellectual life; it was felt in their games, in the value of which he believed strongly, where, of course, he enlisted the sympathies of the boys themselves. In both of these, as indeed in every sphere of their activities, his spirit was present as a moral force. He stimulated boys' natural ambitions; he fostered or tried to develop ambitions that needed drawing out. Under him every Cotton House boy was made to feel that there was something he could do for the credit of the house, which meant the credit of the school. So Cotton House acquired a strongly marked corporate feeling and took its full share in the larger corporate life of the school. This corporate feeling was at once widened and tightened by the close personal touch Thompson kept with the old members of his house, his friendship and influence extending to their later lives, and by his liberal hospitality to them.

But it was not to his house that his influence was confined. A measure of the esteem in which he was held by all with whom he had any contact may be taken by this; no man during the years of his retirement had a wider circle of Marlburian friends or a more intimate personal knowledge of the doings of Marlburians all over the world. It was natural, on this account, that he should be asked to undertake the revision and fresh compilation of the Register; equally natural, from the character of the man, that he should thenceforth devote the labour of hours every day to

it. In those later years, his society was eagerly sought. Wherever he was, there Marlburians gathered, as to a natural centre; there they found an honoured friend, a "link among the days."

In the chair of the Upper Fifth classroom he sat—to use a phrase of his own—"like a little king upon his throne," for many happy years, teaching, helping, sympathizing, inspiring. His individuality as a teacher was certain of its effect, because he was unsparing in effort, thorough in discipline, and had that touch of originality which attracted and stimulated the cleverer boys. His handwriting and his reading were typical of the man, the first singularly clear and singularly beautiful, the second a manner of delivery so original that it arrested the attention and compelled thought. He had the rare gift of putting new meaning into well known phrases. The sonorous emphasis with which he would read a lesson from the Bible in Chapel, or a passage from a favourite author in classroom or lecture room, had a charm like the setting of familiar words to new music; it was not dramatic reading in the ordinary sense, but an interpretation, charged with feeling. He loved exactness of scholarship; his Greek Grammars are now everywhere in common use; he took pleasure in formal criticism. But, for all that, he was no formalist. He loved literature, and taught it in its large, human, and vital aspects. He was a diligent student of history. In his ordinary form work he aimed, above all, at thorough mastery. *Non multa, sed multum*. Yet the many-sided breadth of his own reading had its inevitable effect of stimulus; he taught many a boy to read for himself. One branch of research, modern criticism of the Bible, he carried far; it was his favourite line of special reading. To examine the work of the Upper Fifth form as presented by him was an education in method for a young master. It was also a lesson in the true teacher's spirit; for he was as ready to listen to what his juniors might have to offer as he was ready to share and discuss his own ripe experience. His was emphatically a generous and receptive nature.

As a colleague, in the Common Room, at masters' meetings, he was a very real power, and his opinion had always to be reckoned with. On matters which seemed to him to involve principle, he held strong views; they were not lightly formed, nor easily influenced. Put him on any committee and he was sure to be a shaping force, if not to lead. You might differ from him, but could never ignore him. His natural force of will made him a warm supporter, and a tough, though always courteous, antagonist.

Of late years he had been a member of the College Council, and all who know the recent history of the College know what a large share Thompson has taken in originating and carrying out the great plans of improvement that have changed the face, though not the spirit, of the place. His watchful activities were untiringly exercised upon what he believed to be the highest interests of the School.

Politics occupied a large share of his mind, and he advocated the cause of Liberalism, which to him stood for light and progress, first in the old Parliamentary Borough, then in the larger electoral division of East Wilts. His genial humour and homely manner of talking rather than speaking, and more, his generous charity and real sympathy with the agricultural worker, made him a popular force in many a country village.

He had many hobbies. He inherited a taste for art from his father, who was an amateur artist of considerable merit, and he loved the interesting pictures and works of art which he gradually collected. For books he had a real passion, and his library was large and good. He joined with the founders of the Natural History Society in the enthusiastic study of botany; he was never so happy as when roaming the fields for the study of plant-life, or when planning his beautiful garden, and stocking the greenhouses which were one of the treasures of Marlborough; for he loved to show them.

On the man himself the pen of a friend would fain dwell lovingly, but the time is not yet. It was good to have known him.

REVIEWS AND MINOR NOTICES.

William Pitt and National Revival. By J. HOLLAND ROSE, Litt.D. (7s. 6d. G. Bell.)

This is the first of Dr. Holland Rose's two volumes on the life of William Pitt and the history of England under his government; it is now reissued at a reduced price and, as its title implies, extends to the eve of the outbreak of the war with France. It will, we confidently hope, be followed by a like reissue of its companion volume, which deals with Pitt as a war minister. The instalment before us, in spite of some defects in writing and in balance of treatment, is, we consider, worthy to be classed among the best of our scientific histories; it is based on a thorough examination of authorities, both in print and in manuscript, and a critical use of them. An introductory chapter gives us an interesting picture of the national life on its political, social, and economic sides during the closing years of the American war, along with some thoughtful remarks on the connexion between the increase of production consequent on mechanical inventions and the progressive tendencies of society in the later years of the century. Then, passing to the biographical part of his work, Dr. Rose writes of Pitt's youth and his life at Cambridge, and observes that, while he owed in some degree his remarkable attainments to an admirable tutor, he would probably have lost the stiffness of manner and lack of geniality which were drawbacks to his qualities as a parliamentary leader if he had been educated at a public school. He entered Parliament in 1781, when the country, though confronted with "a world in arms," was in a state of political torpor. This unwholesome condition is attributed to the king's system of government. George was, in truth, fighting the Whigs with their own weapons. It did not affect Pitt and some other ardent spirits. He naturally attached himself to the group headed by Shelburne, which claimed to represent his father's political ideas, and as a private member brought in a Bill for the reform of Parliament. His later attitude towards this question is ably discussed. Early in his career as Prime Minister he laid proposals for reform before the House of Commons, but after his defeat in 1785 he made no further effort in that direction. Dr. Rose's defence of his conduct in this matter seems to us convincing. As Chancellor of the Exchequer under Shelburne he was brought into collision with Fox, whose retirement from office after the death of Rockingham is condemned as hasty and ill-tempered, for, though there were differences between him and Shelburne with reference to the peace with America, they did not affect the main question, and his attack on Shelburne made the breach between himself and Pitt irreparable. The scandalous Coalition administration seemed to have secured their position when Pitt, who had ably opposed Fox's India Bill, found himself in a minority of one to two. But George was too much for them, and Pitt became Prime Minister before he was twenty-five.

He had to encounter great difficulties in forming his Ministry. Among those who refused to join him was, it is established here, Cornwallis, to whom he offered the Lord Lieutenancy of Ireland; the refusal of his brother-in-law, Lord Mahon, was not so strange as Dr. Rose represents it, for Mahon sat for one of Shelburne's boroughs, and Shelburne was sore at being excluded from Pitt's arrangements. When he had formed his Ministry he had to meet a hostile majority in the House. On his struggle with Fox and its triumphant ending, Dr. Rose justly observes that he "looked away from the votes of a corrupt Parliament to the will of the nation." He did not take office as a "king's friend," and George, while defeating the Whigs by unconstitutional means, practically put himself under the authority of a Minister who was strong in the nation's confidence. The insecurity of Pitt's position for some time after the overthrow of Fox's followers is well brought out; it was by no means strengthened by what seemed to be persecution of his popular enemy by the continuance of the Westminster scrutiny. We cannot admit that it is probable that he acted in this matter rather "from the dictates of political morality" than from personal

feeling. The theory is absolutely baseless: he made a mistake, and even the king was conscious of it. Besides his defeat on the reform of Parliament and on a fortification Bill, he was forced to modify his proposals for the admission of Ireland to financial equality, and finally saw his plan dropped in Ireland. It was a noble attempt at conciliation, and its failure, due to factions in both kingdoms, was grievous.

The account of Pitt's famous India Bill is followed by an examination of his conduct with reference to the attack on Warren Hastings, which proves that it was not inconsistent, and that he must certainly have acted from purely conscientious motives. In finance he at once did a great work in checking frauds on the revenue by the reduction of duties, a measure peculiarly befitting a minister who was an admirer of Adam Smith, though his debt to him was, Dr. Rose believes, less than is sometimes asserted. So, too, it is, we think, conclusively proved that in his provisions for the Sinking Fund he owed far less to Dr. Price than Lecky and others supposed. A commercial treaty with France should have been the corollary of the Treaty of Versailles; its accomplishment was delayed by Pitt probably for the reasons given here, and Dr. Rose points out that it was urged on England by Vergennes. Some of his remarks on the treaty (pages 322, 343) may perhaps lead his readers to believe that it established what is generally understood by Free Trade between the two countries. In truth Vergennes, who was an adherent of physiocratic doctrines, desired it for the promotion of French agriculture, as well as for diplomatic reasons; while Pitt, in the negotiations for reciprocity, drove as hard a bargain as he could for the benefit of English manufactures.

A pleasant feature in this book is the large amount of personal details it contains. Dr. Rose excels in characterization, and the persons whose doings he records are not mere names to be remembered, but are made alive for us; while what he tells us about Pitt's friends helps us to learn more about Pitt himself. Pre-eminent among them—at least, at this period—were Wilberforce and Dundas, men of widely different characters. His friendship with Wilberforce led him to take up the cause of the abolition of the slave trade, and the movement, and especially his part in it so far as this work extends, are fully recorded: though he did not do all that Wilberforce hoped for from him, he is successfully defended against any charge of lukewarmness or insincerity. Other chapters deal satisfactorily with the early days of Australian settlement, Canadian history, the ill doings of the Prince of Wales, and the Regency question.

Abroad, the dangerous isolation of England at the close of the American War continued, in spite of efforts to gain the goodwill of Frederic II and the Czarina Catharine: it was ended by the triple alliance of England, Prussia, and Holland, consequent on the pressure exercised by France on the Dutch Netherlands. The admirable work of Ewart and Harris (the Earl of Malmesbury) in promoting this change is insisted on; it was rendered possible by Pitt's financial skill and his care for the navy, which made England in alliance with Prussia far more powerful than France. But the alliance, though it triumphed over France, was weakened by the discordant aims of the allies. Pitt desired peace and security; Prussia, under Hertzberg's direction, looked to gaining a strong eastern frontier by compelling Poland to surrender territory which divided Prussia's lands in exchange for Galicia, for which Austria was to be compensated at the expense of the Turks. A question of importance to England was the future of the Belgic provinces, which had revolted from Joseph II. Frederic William desired that England should acknowledge their independence, but on the accession of Leopold II Pitt and the Duke of Leeds refused to join Prussia in a step which would have led to a war with Austria and her ally Russia, though they agreed to act with the king in finding money to support Sweden in her war with Russia.

Dr. Rose traces with a firm hand the rapidly changing course of European politics during the years 1788-90, and shows how the Triple Alliance "gave the law to Europe," curbing the ambition of Austria, which threatened to dismember Turkey, and securing the ancient liberties of Flanders

and Brabant, while Pitt thwarted the plans of Hertzberg, and by dealing drastically with the Spanish claim to sovereignty over the coast of the Pacific, laid the foundation of British Columbia. Before long, however, his policy received a rude check. Catharine of Russia declined to make peace with the Porte on the basis of the *status quo ante*, which he desired in order to secure the pacification assented to by Leopold, and would not restore Oczakoff. Hertzberg encouraged him to insist on his demand, but the Prussian played him false, for in spite of his own king's wish he was intriguing with Russia in the hope of carrying out his plan for the acquisition of Danzig and Thorn at the expense of Poland. Finally, Pitt was forced to retreat from his position rather, Dr. Rose believes, by disagreement in his Cabinet than by opposition in Parliament. Meanwhile the Revolution in France was running its course, and in contrast to the violent denunciations of Burke, we see the great Minister, mistaken, indeed, in his belief that revolutionary ideas would never invade this country, but wise in his calm attitude and the strict observance of neutrality which kept England out of war until the French forced it upon her.

The Elementary Forms of the Religious Life. A Study in Religious Sociology. By EMILE DURKHEIM. Translated from the French by J. W. SWAIN. (15s. net. Allen & Unwin.)

Prof. Durkheim, who holds the chair of the Faculty of Letters at the University of Paris, has written an intensely interesting book, and has propounded in a most lucid manner his sociological theory of the origin of religion. Whether he succeeds or not in converting his opponents, they will at least admit that his study of Australian totemism is profoundly suggestive. The title of the volume indicates the object of his inquiry. He is searching for what is most primitive and fundamental in religion, for "the ever-present causes upon which the most essential forms of religious thought and practice depend." These he finds among the Australian tribes, whose social structure, based on the clan, appears to him to be the most elementary form of social structure in existence. Occasional reference is made in the volume to North American totemism, but the author for the most part confines himself to Australia. Here, thanks to the investigations of Spencer and Gillen, and of the German missionary Strehlow, we have rich material to our hand. We are not sure, however, that Prof. Durkheim is right in his confident assertion that Australian totemism represents the most primitive form of social organization; nor has he, perhaps, allowed sufficiently for the existence of various strata of beliefs among the Australian tribes. He tends to treat Australian totemism too exclusively as a homogeneous whole, whereas, in point of fact, it may represent the result of a considerable evolution.

It is an old difficulty this, how to define religion, or, indeed, any subject-matter which admits of development. If you say that the lower stages of religion contain the essence of the whole, are you not unfair to the higher stages? If you say that the end explains the beginning, then you are apt to read into the earlier stages more than they contain; while, if you take as your criticism of religion the elements which are common to all forms of religion, you reach a result which is very thin and meagre. Now, the author begins with the lower, partly for the sake of method, but also because he insists that the lowest religions translate some human need, and reveal aspects of human life which are essential and permanent. He does not reduce the higher to the level of the lower; but, rather, true to the principle that there is nothing in the end which was not in the beginning, heightens the value of the earlier stages. It would probably prove a fruitful study to compare this writer's treatment of religious development with that of the late Edward Caird in his *Evolution of Religion*.

One interesting note of the volume, which recurs constantly, is the contention that all our logical categories have a religious origin. The categories, he says, "are a product of religious thought," and are social in origin, just as religion is social in

origin. He claims that his view enables him to mediate between empiricism and the *a priori* creed of Kant. But we are in some doubt whether he has correctly stated the Kantian position. Kant was not concerned with asking the psychological question how the categories arose in the mind of any individual; but he was asking the logical question, what necessary presuppositions he had to make in order to account for the existence of experience and knowledge. His answer was that the mind supplied certain forms which it imposed upon the flux of sensation; but he surely never dreamed of endowing the baby with a ready-made apparatus of the categories. In other words, when Prof. Durkheim claims to mediate between Kant and empiricism, he is undertaking a task which is unnecessary, for Kant would never have denied the evolutionary origin of the categories, though he did stoutly deny—and surely proved his point—that empiricism could account for our mental outfit.

We can only touch in barest outline upon the writer's account of totemism. Here are his main contentions. He finds the "distinctive trait of religious thought" in the division of the world into two spheres, the sacred and the profane. The presence of this division characterizes all known religious beliefs. Thus he rejects the idea of the supernatural and mysterious as giving the differentia of religion. He attacks the animist theory of Tylor and Herbert Spencer, and the naturist theory of Max Müller, and his criticisms here seem to be sound. Certainly on both these theories you have religion reduced to an hallucination, for the animist finds the origin of his sacred beings in the imaginary conceptions formed during sleep; while Max Müller is in no better case, since the phenomena of Nature were, according to him, first likened to human acts and subsequently were personalized. What was originally a metaphor was thus taken literally. Prof. Durkheim, on the other hand, insists that religion is rooted in reality and expresses a permanent need of humanity. This need is sociological. The primitive man feels himself to be one with his society. The Australian does not separate himself from his clan; hence his "religious representations are collective representations which express collective realities." The name of an Australian clan is the name of a determined species of material things (usually an animal or vegetable), with which the members of the clan believe they have special kinship. Indeed, the members of the clan share in the life of the totem, and frequently picture the totemic emblem on their bodies to illustrate their common descent. Thus a moral unity is given to the clan by the presence of the totem, much as a regimental flag helps to unite the members of the regiment.

Now, the totemic cult is not addressed to any personal God or spiritual being, though belief in such is found in some more advanced forms of totemism. But where it exists it is a derived and secondary product. The totem stands rather for an impersonal force, or common principle in which all the totemic emblems share. "Totemism is the religion, not of such-and-such animals or men or images, but of an anonymous and impersonal force found in each of these beings, but not to be confounded with any of them." The totem is "the material form under which the imagination represents this immaterial substance, this energy diffused through all sorts of heterogeneous things." Whence comes this belief? From society, answers our author. Totemic religion is a reflection and outcome of the social structure of the Australian clan. The individual dies, the clan endures. The individual is weak, the clan is strong. When the clan meets for a religious rite the enthusiasm generated quickens the moral and social life of the individual. At the same time the clan, as it were, renews its existence, and the totemic rites strengthen and revivify the social sentiments. This religion, therefore, meets a need, and is rooted in reality; for no one can deny the moral force of society, on which we all depend.

We have no space to deal with the author's attempt to show how a belief in souls and spirits and divinities grew naturally out of this primitive totemic cult; but his whole treatment of these problems is most stimulating. In conclusion, we would point out one or two blemishes in the translation. On page 176

we have this sentence, "it is not desired in its and for itself," surely an atrocity of style. On page 276 we read: "In a society like the Arunta, where each one has his protecting ancestor, there would be as many or more gods than there are individuals." "Adjective" for "objective" occurs on page 413, and on page 436 "sub species aeternitatis." In at least six places (e.g. pages 205, 207, 221, 224, 259, 367) "imminent" is printed where "immanent" is intended.

The Political Writings of Rousseau. Edited from the Original Manuscripts and Authentic Editions, with Introduction and Notes, by C. E. VAUGHAN, M.A., Litt.D. In 2 vols. (£3. 3s. net. Cambridge University Press.)

These two volumes give, for the first time in a collected form, all Rousseau's political writings. Dr. Vaughan's main object is, first, by gathering together all these writings, to enable people to make a truer estimate of Rousseau's political opinions; second, to give, as far as possible, the correct text, which in many editions is most corrupt; and, third, to define Rousseau's place in the history of political thought. It may seem that such a book hardly comes within the scope of an educational journal, but, as Dr. Vaughan points out, among the subjects to which Rousseau constantly returns is "the overwhelming importance of a sound system of education to the well-being of nations."

In studying Rousseau's theories on this subject educationists have been inclined to confine themselves to the study of *Emile*, and have in consequence gained but a partial and one-sided view. Dr. Boyd, in his book entitled *The Educational Theory of Jean-Jacques Rousseau*, points this out very clearly. His whole book is a demonstration of the fact "that the right method of approach to his theory of education is not through *Emile*, but through his whole social philosophy."

It follows that readers of Dr. Boyd's book immediately feel the need of such a work as that of Dr. Vaughan. It is so obvious that Rousseau's political views have coloured through and through his educational views. It is no longer possible to regard Rousseau as the advocate of an extreme form of individualism, as *Emile* seems to show him. We have to realize that Rousseau never settled the conflicting rights of the individual and the State. In *The Social Contract* we find an extreme form of collectivism—the individual sacrifices individual freedom for social freedom; to the sovereignty of the State he submits "his powers, his possessions, his liberty, his very will and self." It is true that this statement is later qualified by one to the effect that the individual surrenders only that which is of service to the community, the State being the exactor of such service.

In a sense it is easy to account for this conflict in Rousseau's mind. He was an ardent disciple of Plato; he loved his native city state of Geneva, and found his ideal in the civic life of that city; and yet in his person he was a thorough-going individualist—a hater of society, citizen of no city. Implicitly in *The Social Contract*, and explicitly in *Political Economy* and *The Government of Poland*, education is to be a public matter, under State control. In *The Government of Poland* Rousseau says: "All men, being equal by the constitution of the State, should be brought up together in the same way"; and in *Political Economy*: "Public education, under rules prescribed by the Government, and under magistracies established by the Sovereign, is therefore one of the fundamental maxims of popular or legitimate government."

This seems a far cry from the education of *Emile*, and we begin to realize that on the one hand we are shown the individual in a remodelled society; on the other, in *Emile*, the natural man brought up in such a way as to remain natural, and yet fit into ordinary unregenerate society. We have in *Emile* Rousseau's compromise, not his ideal, in education.

The anti-social education of Books I to III is due partly to Rousseau's views on natural development, as well as to his ineradicable personal mistrust of society. Even in an unregenerate society, Rousseau prefers domestic education; the

tutor is a literary artifice to enable Jean-Jacques the man to appear as well as Jean-Jacques the child.

Emile is rich only because the rich are in a worse state than the poor, who are educated by life. Nor has he really that untrammelled freedom Rousseau would have us believe. As Dr. Vaughan truly remarks: "It becomes apparent that the instrument of training and discipline which is the law-giver and the State in the *Contrat Social* is the tutor in *Emile*."

Yet with all these qualifications there are fundamental differences in Rousseau's views which are never reconciled. But it becomes obvious that no true estimate can be formed of his theory of education without (1) some understanding of his politics, (2) a knowledge of his views on education given in his political writings.

Only after such a study shall we realize the truth of Dr. Vaughan's words: "Socialist, in the strict sense, Rousseau was not; but he was collectivist, heart and soul. . . . He gave men faith in their power to redress the wrong of ages. And he held forth an ideal of civic life which has changed the face of Europe." This would hardly have been the verdict of the student in education who had studied only *Emile*, and yet it is probably the true estimate.

The Cambridge History of English Literature. Vol. XII: *The Nineteenth Century*. (9s. net. Cambridge University Press.)

The twelfth volume of *The Cambridge History of English Literature* is the first of the three which are to cover the period of the nineteenth century. Wordsworth, Coleridge, and Southey were dealt with in Vol. XI, under "The Period of the French Revolution." The present volume picks up the somewhat capricious leavings of the preceding volume, and opens with a chapter on Scott.

Dr. T. F. Henderson writes with a Scotsman's enthusiasm and knowledge highly suitable to his subject, but with a certain heaviness of manner and limitation of view that do not suit it so well. He believes that Scott's "distinctiveness as a novelist largely depends on his historic and antiquarian enthusiasms." Does it not more largely depend upon his particular taste for human nature, formed and sharpened by the study of his own living countrymen? Dr. Henderson does scant justice to the debt of Scott to Coleridge in his statement: "*The Lay*, apart from the metre, has little in common with . . . *Christabel*." The metre was more than half the battle; the metre, with its haunting repetitions and subtle variations, was Coleridge's contribution to the romantic tale in verse, attempted by Wordsworth, popularized by Scott, and run to death by Byron. But, apart from metre, *The Lay* owes much of its romantic appeal to echoed phrases and reminiscent touches of description from *Christabel*. The chapter, as a whole, is solidly appreciative, but too long-winded.

Byron is treated with sufficient admiration by Prof. Moorman, who does full justice, where justice has not always been done, to Byron's devoted championship of political liberty, and sets forth the facts of his life fairly and generously. His treatment of his most admired poetry is hardly critical enough. A closer exposition of the curious relation between Byron's theory and practice of poetry would have shown how the insidious faults of his style, slipshod language and cheap rhetoric, are related to its finer qualities.

Prof. Herford's two chapters, on Shelley and Keats respectively, are the best chapters in the volume. Apart from his tendency to unqualified praise and his use of the adjectives *Shelleyan* and *Keatsian*, there is little to criticize. In the Shelley chapter we should have liked some analysis of the unique quality of this poet's imagery and some indication of the important influence of Wordsworth on his thought and style. On Keats Prof. Herford writes with warmth and justice, but seems uncritically blind or indifferent to the "sensuous" element in his nature and poetry. It is unfortunate that he should refer (page 92) to Keats's *Bright Star!* sonnet as his last poem, written in September, 1820. The discovery (*vide Times Literary Supplement*, February 18, 1915) of an earlier version of this sonnet, under the date 1819, raised the question of the actual date of its

composition. Sir Sidney Colvin is inclined to place it in March, 1819, but it seems more likely that it was written at Shanklin in July of that year [*vide* Keats's letter to Fanny Brawne, July 25, 1819.]

The Prose-writers are treated somewhat unequally. Hazlitt gets the lion's share both of pages and of praise. Through the length of sixteen pages (De Quincey only gets six), Prof. Howe, of the University of Indiana, reiterates his unqualified and somewhat indiscriminating admiration. There is no notice of Hazlitt's tendency to rhetoric, of his unfairness in criticism, nor is there even a judicious development of Keats's theme, "Hazlitt is your only good damner." The chapter is not incisive enough, nor "salty" enough, to be worthy of Hazlitt.

Lamb's life and character and the general qualities of his style are well appreciated by Mr. A. H. Thompson, but his unique value as a critic is not made clear, nor is he placed in the interesting relation in which he actually stood to the great creative writers of his age.

Landor, Leigh Hunt, and De Quincey are, somewhat unfortunately, herded in one chapter. Landor mixes with De Quincey no better than water with oil, though the two form an interesting study in contrast. Leigh Hunt has nothing to gain and everything to lose by being sandwiched between his betters. The comparative method necessitated by this collocation of authors is something of a snare to their critic, Prof. Saintsbury. He compares, adjusts, modifies, deducts in too tediously discriminating a fashion, and in the end fails to reveal to our satisfaction the intrinsic quality of each author. His estimate of Landor is cold to a degree. He misses the most beautiful of the *Hellenics*, and never gets to the heart of the more passionate of the *Imaginary Conversations*. He is warmer to De Quincey, but does not reach the higher qualities of his style, nor the value of his literary theory. The result is a certain amount of stimulating criticism which, in a manner unusual with Prof. Saintsbury, inarches and counter-marches round the subject and fails to strike home.

The final chapters on Prose deal with subjects only bordering on literature, The Oxford Movement, The Growth of Liberal Theology, Writers on Ancient and Early Ecclesiastical History. The general impression of the volume is one of solidity and good intention. The bibliographies are extensive and useful as before.

Psychology of High School Subjects. By C. H. JUDD. (6s. net. Ginn.)

This is in many ways a very suggestive book, more particularly for specialist teachers, for it raises all kinds of pedagogical questions. Yet, in a sense, it is a baffling book, for the plan of it removes any kind of systematization of the questions raised; there are no suggestions as to the possible method in experimental psychology of determining the answers, and the multiplication of varied opinions leaves the mind in a hazy state. There is little attempt at constructive work, nor can we find ourselves altogether in agreement with some of Prof. Judd's suggestions. For example, he is inclined to urge the teaching of geometry before that of algebra from historic reasons. We doubt the soundness of the contention; the late development of algebra is surely best accounted for as retardation through lack of the invention of appropriate symbols, a phenomenon often observable in mathematics. Given a convenient notation, the subject may lose many of its difficulties. Again, the chapter on the Fine Arts ends with many strange pronouncements. Can teachers demonstrate the appreciation of their pupils as they would a proposition in Euclid? Is it so certain that habits of mind and action cultivated in the arts must conform to those cultivated in scientific work? The first and the last three chapters are on more general matters, including an interesting one on the doctrine of formal training. If any teacher feels himself in a groove, a study of this book will make him think and raise problems for him, though it may not take him far towards their solution.

Education and Social Progress. By ALEXANDER MORGAN. (3s. 6d. net. Longmans.)

Dr. Morgan's book aims at showing that the diseases of society are not "inevitable," that "in social science we are aiming more and more at attacking the diseases of society at their source rather than relieving them after they have manifested themselves," and,

finally, that the chief preventive agency is education. While there is nothing strikingly original in the treatment of the problem of social progress, the book gathers together the most recent opinions on the subject and their application in a clear and interesting way. It is a book that might be read with great advantage by students in their last year at a training college; too little has been done so far to draw their attention to these social problems. We miss a reference to the interesting work of Mr. Homer Lane in his Dorsetshire settlement, based on the work of the George Junior Republic in America.

We have received from Messrs. George Allen & Unwin two new editions—(1) *How Gertrude Teaches her Children*, now in its fifth edition (3s. net); (2) *Autobiography of Friedrich Froebel*, now in its twelfth edition (2s. 6d. net). Such successful translations speak for themselves.

The Musical Education of the Child. By STEWART MACPHERSON. (2s. 6d. net. J. Williams.)

We are glad to find in book form the pronouncements made by Mr. Stewart Macpherson during the last few years on the subject of the musical education of the child. Mr. Macpherson has done invaluable work in this matter, notably in two directions: he has shown (1) that musical education should be one in listening and appreciating as well as in performing; (2) that the music teacher should be one who has had an all-round education, and that he must be trained how to teach. There were signs, at any rate before the War, that music was coming to its own in the schools, and it may fairly be said that it is very largely due to Mr. Macpherson. All head teachers, primary and secondary, should read this book, and then they can study Mr. Macpherson's practical handbooks, which show he is no mere theorist but a very experienced teacher.

Mon Premier Livre de Français. By F. M. S. BATCHELOR. (2s. 6d. Clarendon Press.)

Miss Batchelor's book, intended for children of ten to twelve, is on very simple lines, containing, as it does, only matter for conversation and reading, exercises for speech and writing, and the necessary minimum of grammar. The child who uses it will begin by speaking about objects in the classroom, and go on quickly to pictures. A *questionnaire* follows each lesson, but the author is careful to tell us that the questions are meant to be representative, and not exhaustive. In the latter part of the book come fairy tales and short stories. There is no attempt to explain the new words; very sensibly, the teacher is left to do that in his own way. Free Composition begins in the second lesson, a doubtful boon. We agree with Miss Batchelor's view that we learn by making mistakes, but children have always sufficient opportunity of doing that, and the weakness of letting them write at large is that they try to say what it is quite impossible for them to say. The grammatical summary at the end is a useful feature, and some teachers no doubt will welcome the phonetic transcription, which is separate from the rest of the work. By the way, what is the author's synonym for *déjeuner*?

Black's First German Book. By L. H. ALTHAUS. (2s. 6d.)

Miss Althaus's book opens with rigorous exercises in phonetics. All the technical terms are given in German only, presumably for the benefit of the teacher alone. The advice that the sounds should be sung is valuable. The whole work is on the strictest Direct Method lines, but grammar is taught very precisely from the beginning, and children are expected to learn the rules in German, just as their forefathers learnt them in Latin. On page 10 comes "Das Wort 'der' ist der bestimmte Artikel." The rule that intransitive verbs are conjugated with *sein* is unsound. The general plan of the book seems good, but it is surely a mistake to introduce the learner to four different ways of making the plural in four early lessons, and to put the present of *geben*, *werfen*, and *fangen* into two lessons, just when he is beginning the conjugation of verbs. Many teachers will shy at the poetry, which contains too many idiomatic turns. The explanations in German of words in the pieces for reading do not reconcile us to that substitute for translation. What is to be made of "Das Korn ist eine Pflanze; der Ast ist der starke Baumzweig am Stamm, gehaust = schlecht gewirtschaftet"? This is explaining the unknown by the equally unknown. For the typography and woodcuts we have nothing but praise, and the coloured picture of "Die Wichtelmänner" is a work of art. Pity that the last letter is lacking in the title under it!

The Mistress of All Work. By J. G. SIMS. (1s. net. Methuen.)

This is a book of domestic economy; but, unlike the many volumes with similar titles, it is wholly free from all technicalities. It points out in unaffected language how the modern woman can best tackle the various problems of household management, such as furniture, sitting-rooms and bedrooms, kitchen and cooking, and clothes. Women are roughly divided into two classes—professionals and

rentiers—but there is no attempt to differentiate them further, and no hint that they might do well to prepare themselves, either at school or college or in special institutes, for what is recognized as one of the chief functions of every woman's life. Doubtless to many readers it will appear a distinct gain that there is not the remotest allusion to the War. Thus the "fireless cooker" is commended and described, "that obtainable in this country being usually, I fancy, of German make," and "the dustless brush that goes by the name of the 'Renovator' may be a joy for ever, but it will not be found in Civil Service lists." We are far from condemning a book of pleasant gossip, and only warning young housewives not to expect an up-to-date treatise on domestic economy.

English Economic History: Select Documents. Edited by A. E. BLAND, P. A. BROWN, and R. H. TAWNEY. (6s. net. Bell.)

The rapid growth of interest in social and economic history abundantly justifies the publication of this important work. Moreover, its utility is increased by the fact that these old documents are done into English. It may be that the English is a little peculiar at times, but the documents from which they are translated were often in mere dog Latin or French of an unclassical kind. There is every reason why they should be as readily understood of the people as possible. They are divided into three parts, from A.D. 1000 to the repeal of the Corn Laws in 1846, and cover such subjects as the manor; towns and guilds; the regulation of industry and commerce; taxation, customs, and currency; regulation of prices; Government regulation of wages and conditions of employment; combinations of workmen, &c. What will probably strike the average reader is the late date at which bondage and serfdom existed in English history. There are documents, dated 1350–1358, showing that lords of the manor claimed men and women as their bondmen and bondwomen, and that these owed services, fines on marriage, and chevage (poll or head money); that they had no power to move about the country, but had to remain on that manor where the lord had a claim on them. Regulation seems to have been very minute touching the common fields or cultivated strips. There was to be no "accidental" straying of beasts on to the wheatfields of others. When it happened, handsome fines had to be paid to the injured cultivators, and the Church always claimed an additional penny on every straying beast. No pinching of sheaves could be permitted. The regulations are ultra-emphatic: "Also no man or woman that works harvest work bear home no sheaves of no man's." And gleaners were under careful supervision: "Nor no other gleaners, that may not work, glean in no manner of wise among no sheaves, for, if they do, they shall lose the corn and a penny to the Church for each burden." We appear to be quite wrong in the supposition at the back of most people's minds that minute regulation is a result of modern industry. If we consider the enormous quasi-geometrical increase in population and the complexity of modern conditions, it is highly probable that legislation has not nearly kept pace with evolution. It is noteworthy, too, how often women are joint holders of tenements with husbands or other male relatives, and how often they claim their rights and acknowledge the customary obligations in the manor courts. Altogether this is a most useful and informing book, well deserving careful study. It throws a strong light on the present and explains much that is not readily understood.

Social and Industrial History of England. By F. W. TICKNER, D.Litt., M.A., B.Sc. (Econ.). (3s. 6d. net. E. Arnold.)

This is another useful volume dealing with the social and industrial history of England, deserving praise both for its aim and its achievement, for excellent type and illustrations, and for its modest price. We know that Great Britain has ceased to be an island; and yet its insularity, as well as its nearness to the Continent, have profoundly influenced its development. Dr. Tickner considers that we have been sufficiently near the Continent "to take from both Teuton and Latin races whatever has been best in the experiences and ideals of each of them." We do not wish to cavil at this statement in an epoch of revolution, but it might have been well if we had occasionally looked at our neighbours' doings with a little more sympathy and comprehension. Dr. Tickner takes us right back to life in an early English village, when England was divided into more than nine thousand manors: those "good old times" when nearly everybody, including the king, "lived of his own"; when free-men were relatively few, and all the rest owed *corvées* to the lord, and when a certain number were practically slaves. All this method of life—the division and working of the land, the self-sufficing character of each manor, the officials of its lord—is presented with some degree of skill. The same roof often covered the humbler classes as sheltered the pigs, poultry, and cattle, just as it still does in the remoter parts of Ireland, and even Scotland. The description of the furniture, food, dress, holidays, conveys a clear impression of the long way we have travelled. The development of towns, the

reasons for their growth, the purchase of their privileges bit by bit, including the right to trade; the status of the citizens, the guilds, both merchant and craft, seem to convince us that if ever there has been an epoch of freedom, it certainly has been only relative. Other chapters deal with the part the Church played in the life of the people; the chancel was always the rector's, the nave was the people's, and they were willing to spend money on its decoration and repair. A brief history of the monasteries, the different "rules" that formed part of English life, architecture and its illustrations, all convey a picture of bygone days. Space is given to the gradual development of our government, its great attempt to preserve liberty, its weakness in the lack of centralized authority. Altogether this is a comprehensive and helpful volume. It does not regard Waterloo as the *Finis* of our history, but deals with the passing and the abolition of the Combination Acts, the rise and modifications of Trade Unionism; it examines the sixty years of Free Trade, modern banking, and the development of joint stock companies; it treats of education, free and compulsory: even garden cities, the roller-skating rink, the "movies," co-operation, allotments, the general restlessness and emigration, receive a certain amount of notice, and help the reader to realize how much we are in the melting-pot at the moment, and how desirable is the application of some general principles, such as the French applied to their great effort in social reconstruction at the end of the eighteenth century, if we are building that we may endure.

"Black's History Pictures."—*The Middle Ages, 1066-1485*. Selected and Edited by G. H. REED, M.A. In Six Parts, of which this is Part II. (10d. per Part.)

The Board of Education itself has declared that "illustrations are an indispensable aid at all stages to the study of history," and this excellent set of 90 pictures will induce everybody to agree with the dictum. Dress, architecture, coins, seals; events, such as the Coronation of William I, the Election of Stephen to the Throne, the Murder of Becket, King John taking the Oath to observe the Great Charter—pictures painted by artists on historical subjects—are reproduced for us. Palaces, colleges, churches, have been searched to yield their contribution, and even Rodin's sculpture of the brave citizens of Calais is reproduced for us. We wish such pictures could be utilized at the cinema, and that every school could borrow or hire a lantern and have these admirable illustrations thrown on the screen several times every term. The idea is applicable to botany, zoology, art, and other subjects. Perhaps when we cease throwing shells at £1,000 apiece there may be a few pence left in the Exchequer to utilize for such educational purposes.

The Destruction of Belgium. Germany's Confession and Evidence. By E. GRIMWOOD MEARS. (3d. net. Heinemann.)

This pamphlet is a reply to the German White book on the conduct of the German troops in Belgium by one of the Joint Secretaries to the Committee on alleged German outrages. It is singularly calm and dispassionate; there is no piling up of horrors, and the reader is left to draw his own conclusions from the evidence, quoted throughout in detail. The only missing links that the author supplies are to show how completely the German Apology fails to meet the charges brought by the Allied Governments and how the most flagrant are passed over in a silence more damning than any words.

Europe's Debt to Russia. By CHARLES SAROLEA. (3s. 6d. Heinemann.)

This, the preface informs us, is an attempt to give a systematic and co-ordinated survey of Russian history and policy. Such assuredly it is not, and from the same preface we learn that the concluding chapter is the reprint of a paper written at Moscow in 1905, the *Annus Mirabilis* of the Russian Revolutionary movement, which the author was repeatedly urged by the late Count Tolstoy to republish because his forecasts were verified in every detail. Dr. Sarolea is, indeed, the Ulysses of the age, and in his leisure hours he has visited, so he informs us, every important ghetto in Europe, Asia, Africa, and America. He has travelled up and down Russia, knows it in and out, and so is able to anticipate by ten years the famous message of the Tsar to his Army. He looks at everything with forward, not reverted, eyes, and we will not essay to follow him in this rehabilitation of the "Chosen People." But we may venture again to break a lance with the editor of *Everyman*, who, in face of purblind pedagogues, confidently prophesies that, before the schoolboy of to-day has attained to maturity, the study of Russian will have taken the place of Greek, Vladimir Solosyev will be studied instead of Plato, Karamzin and Pushkin will oust Livy and Virgil, and the Slav enjoy his own again. Russia is a primitive people with infinite possibilities before her, but we may safely predict that generations must come and go before Russian is taught in our schools as Latin and Greek are now taught, that there is nothing in the language to be put instead of the *Apology* of Plato, the *Agamemnon* of Aeschylus, or the Gospels, that Virgil will be

preferred to Pushkin, and Dr. Sarolea, or his successor, still instruct his pupils in the French immortals, in Racine and Molière, La Fontaine and Taine.

Dostoevsky: His Life and Literary Activity. By EUGENII SOLOVIEV. Translated by C. F. HOGARTH. (Allen & Unwin.)

Dostoevsky, a name unknown to the English public some twenty years ago, has leapt into sudden fame, thanks mainly to Mrs. Garnett's translations of his two greatest novels, and we welcome anything that will throw new light on his genius. Mr. Hogarth, already known to us by his translation of Andreiev's *Life of Man*, has done his work admirably, and it was well worth doing, but readers must not expect more than is in the original. M. Soloviev wrote for a public to whom the facts were familiar, and he tells us little of the circumstances of his arrest and his almost miraculous escape from being shot with the other prisoners, and the vicissitudes and all that is recorded in *The Brothers Karamazov*. But he reveals to us the inner man. A Russian more typical than Tourguénief and more eccentric even than Tolstoy, but perhaps more characteristic of the coming race than either.

Sources of the Synoptic Gospels. By CARL S. PATTON. (6s. 6d. net. Macmillan.)

This volume belongs to the "Humanistic Series," published by the University of Michigan, and is a scholarly and elaborate study of the synoptic problems. The author sums up the results of recent investigations and, in addition, makes his own personal contribution to the elucidation of certain special points, particularly in regard to the analysis of the document known as Q. Scholars are agreed that both Matthew and Luke used Mark, and, indeed, depend on him for their narrative material. In addition, they used Q, which, the author maintains, "was originally an Aramaic document, used by Matthew and Luke respectively in two Greek translations that went back to two different Aramaic texts." He analyses Q into Q Mt. and Q Lk., and assigns to these two recensions much matter which has hitherto been attributed to unknown sources. In addition, following Mr. Streeter's argument in *Oxford Studies*, he shows that Mark also used Q, but in a form earlier than the forms known to Matthew and Luke. The volume is one essentially for scholars, who, we think, will be grateful to Mr. Patton for shedding new light upon a complicated problem. We note in the book the use of phonetic spelling—e.g. "thruout," "thorouness," "thru," "brot" (brought).

The Book of the Prophet Isaiah in the Revised Version.

Chapters i-xxxix. With Introduction and Notes by Rev. J. SKINNER, D.D. (3s. Cambridge University Press.)

It was in 1896 that Dr. Skinner published his edition of *Isaiah i-xxxix* in the "Cambridge Bible for Schools and Colleges Series." Last year he re-edited the commentary, taking the translation in the R.V. as his text. The present commentary is somewhat larger than the earlier one. The Introduction has been re-written, and the notes have been considerably modified. We note, too, a welcome improvement in the shape of a bibliography. We hope that in course of time the other volumes of this series which deal with the prophets will be republished with the R.V. as their basis; for nowhere is the value of the newer translation more apparent than in the case of the prophetic writings. In addition, while the New Testament revisers often sacrificed unnecessarily style to scholarship and pedantry, the revisers of the Old Testament preserved throughout their literary sense. Dr. Skinner has done his work well, and his commentary will be much appreciated.

The Dawn of Religion in the Mind of the Child. A Study of Child Life. By EDITH E. READ MUMFORD, M.A. (1s. 6d. Longmans.)

We already owe a debt of gratitude to Mrs. Mumford for her sympathetic and illuminating book, *The Dawn of Character*. Those who found help in that book will find here an equally sympathetic study of religious awakening in the child's mind. As in the former book, Mrs. Mumford supports her arguments by numerous examples drawn from first-hand experience; the book rings true and could not possibly be written except by one who knew and loved children and had made them her especial study. We agree with all she says, and have but one regret: how can such things be for those who live "across the bridges"; what are we to do for the children whose nursery is the street, whose home knows no religion, who is one of a crowd of sixty or more in school?

Ovid: Stories from the Metamorphoses. By B. H. JOHNSON and R. B. FIRTH. (1s. Longmans.)

This seems a pleasant selection, though we miss the story of Pyramus and Thisbe. Ovid's hexameters are in some ways preferable for class reading to the elegiacs, which in spite of (or is it because of?) their perfection tend to seem monotonous and unreal. As usual in this type of school book, the accessories rather overpower the text. It seems to us that what a good teacher of lower

and middle forms wants is cheap reading books of a simple kind, not overburdened with notes and introductions. The present editors are sound on the notes question, but since these notes consist almost entirely of references to the Shorter and the Revised Latin Primer, why should not the boys be sent to the same excellent authority for prosody? And would not a mere chronological summary of the author's life be enough to give, leaving the teacher to suit himself and his class with regard to the details and the style in which they are narrated?

Robert Louis Stevenson. By AMY CRUSE. With Ten Illustrations. (1s. Harrap.)

This is an interesting and agreeably written biography; and its low price puts it within the reach of many to whom Graham Balfour's *Life* is inaccessible. Miss Cruse aims primarily at giving a true picture of Stevenson as a man, leaving his writings to speak for themselves. As she says, it is too soon for a final verdict to be passed on Stevenson as a writer. The brief criticisms and appreciations of his books and style are sound and well expressed.

An Introduction to the Mechanics of Fluids. By E. H. BARTON, D.Sc. (6s. net. Longmans.)

This is a valuable addition to our stock of elementary manuals. In its practical character it avoids the dreariness of the strictly mathematical textbook. At the same time, the reasoning is sufficiently rigid, and the mathematical treatment full enough (though no direct use is made of the calculus) for many students of a mathematical course. The distinguishing features are the clear descriptions and the lavish use of large and good diagrams in every chapter, but especially in that on Illustrative Apparatus.

The Essentials of Descriptive Geometry. By F. G. HIGBEE, M.E. (7s. 9d. net. Wiley.)

The author of this volume is the professor and head of the department of descriptive geometry and drawing in the State University of Iowa. His book is remarkable for the extraordinary clearness of the instructions, for its inclusion "only of those portions of descriptive geometry which possess industrial utility, and which develop the qualities of mind so essential in a draftsman," and for the excellence of the printing and diagrams.

An Introduction to Applied Mechanics. By E. S. ANDREWS, B.Sc. (4s. 6d. net. Cambridge University Press.)

The author has endeavoured, and we think very successfully, to avoid what he regards as the chief failings of old and modern textbooks—the undue devotion to theory in the one and to practical applications in the other. The theoretical work, which is ample as a first course for the needs of most mathematical students, is followed by worked numerical examples and by graphical and mechanical illustrations. Each chapter concludes with a summary, such as a careful reader would naturally prepare for himself. The book, which is an admirable one, belongs to the "Cambridge Technical Series."

The London Matriculation Directory. No. 71. January 1916. (1s. net. W. B. Clive.)

There is no falling off in the standard of London matriculation, nor in the Model Answers provided by the University Tutorial Press. Compared with the other papers, that in English strikes us as absurdly easy, and it is let off very lightly in the Comments. Thus, in the second paper, where an alternative of four questions out of six is permitted, it would be easy by a careful selection to dodge the wisest of examiners.

Numerical Trigonometry. By N. J. CHIGNELL, B.A. (2s. 6d. Clarendon Press.)

This is a useful elementary Trigonometry. It follows the plan of making quickly for the solution of triangles. The method of giving in some detail the plan of campaign in working examples is a valuable one. The proof of the addition formula by projection is better prepared for than in most textbooks, and hence should have a better measure of success than is usually the case.

Landscapes for Army Class Drawing. By L. BELLIN CARTER, F.R.S.A. (2s. net. E. Arnold.)

These black-and-white landscapes are frankly utilitarian. They doubtless supply a need and will give opportunity for practice of the particular work demanded at the Army Entrance Examination. The set comprises typical scenery, seascapes and landscapes, flat and mountainous. They might also be found useful to teachers, who often wish to enlarge some such pictures for class illustration.

Decorative Design. By T. CUMMINGS CHASE. (6s. 6d. net. Chapman & Hall.)

This book is one of the "Wiley Technical Series" for vocational and industrial schools. We can heartily recommend it. It is one of the most practical books on the subject we have seen; the letter-

press is clear and concise, the illustrations admirable. The student studying this book will have high standards set before him, and a clear conception of the problems which face the craftsman, whether he means to apply his art to textiles, wall-paper, book-covers, posters, or whatever it may be.

Selected Essays from English Literature. By ELIZABETH LEE. (2s. Arnold.)

If it were not distinctly stated on the title-page that this book is "for the use of schools," we should never have guessed it. There is a short introduction, it is true, but there are no biographies and no annotations, save a few foot-notes and the date and original home of each essay. Then, again, though at one end we have the massive Bacon and at the other the thunderous Carlyle, all between is of the gentlest and sweetest. It is surely a peculiarly English quality, that gentleness, the quality which shines in Addison, Steele, and a long line of spiritual descendants reaching to Jefferies and Stevenson. Do we in any other literature find so much sound wisdom in so airy and graceful a garb, such a delicate preaching of virtue as in the essayists of the eighteenth century? In this volume even the great Johnson forgets to growl, and purrs amiably about Molly Quick and her mistress. Mary Russell Mitford, whose work was impossible of attainment to any but an Englishwoman, is of this happy company. Surely no book for the classroom this one; rather for a big arm-chair and a clean hearth—but *not* "the rigour of the game," for you can dawdle over it to your heart's content. If schoolmistresses put it into the hands of their girls—and we think girls would like it better than boys (the young barbarians! they would probably vote it namby-pamby)—let them set it for week-end work, and let them make their pupils some time write each a composition in the style of his favourite essayist.

A Book of Verse for Boys and Girls. Compiled by J. C. SMITH. (3s. 6d. Clarendon Press.)

This is an annotated edition of the three parts together of Mr. Smith's previous publication. It is a very good collection, containing all the poems we knew and liked in childhood and youth, and providing plenty of variety for individual choice. The compiler evidently has sound views about poetry and children, and the preface to Part III is excellent. We should like, however, to question the advisability of attaching to books for the young introductions intended for grown-up people. Much of this particular preface would interest the older boys and girls, but obviously the prefaces are not primarily *meant* for the children to read. The presence of notes is fully explained in the preface to them. Why is the beginning of Tennyson's ode on the death of the Duke of Wellington omitted? We should be pleased to furnish Mr. Smith with the complete form of *Long Ago in Changeful Autumn* (page 6, Part I), which he confesses to having set down from memory. We rather regret the absence of *Lycidas*—so characteristic of Milton's style and genius at their best. In conclusion, we can thoroughly recommend the book to all children as well as to their parents and teachers.

An Anthology of English Prose. For use in Schools and Colleges. With Introduction and Glossary by S. E. GOGGIN, M.A. Lond., and A. R. WEEKES, M.A. Lond. (2s. 6d. University Tutorial Press.)

If anthologies of this kind are really necessary for the proper teaching of English literature in schools and colleges, no doubt this one will be very useful. The pieces selected are typical of their authors and interesting in themselves, while the introduction gives a brief summary of the history of English prose-writing. The danger to be feared in the use of all such books is that the student should think knowledge of their contents means familiarity with English literature. Where no good library is available perhaps extracts are better than nothing, but they cannot be educative in the true sense.

Bacon's New Atlantis. Edited by ALFRED B. GOUGH, M.A., Ph.D. (1s. 6d. Clarendon Press.)

This is a reprint of the first edition by the same editor. Obvious errors in the text have been corrected and those noted in Prof. Moore Smith's "Pitt Press Series," 1909, are rectified at the foot of the page.

A Book of Simple Gardening. By DOROTHY LOWE. (2s. net. Cambridge University Press.)

This is a useful, well-planned, and inexpensive little book, specially written with a view to garden work for a school during the year. It deals with flower, fruit and vegetable gardens, rock garden, rosery, shrubbery and wild garden. The directions are clear and sufficiently detailed, and a plan of work is made for each week of each month. Besides this, there is a special chapter on tools and one on insect pests and diseases. The book is pleasantly written and more readable than the usual textbook of its kind.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

The Gary System. The *Educational Review* (LI, 1) contains a report on an experiment made with the Gary duplicate school system (of which our Board of Education recently published a study) in a New York public elementary school. We must refer our readers to the article for details of organization, and of the two sections of work, "regular" and "special," it is only with the latter that we concern ourselves here. Special work falls, in the New York school, under the following heads:—(1) Manual Training, (2) Cooking, (3) Millinery, (4) Dress-making, (5) Drawing, (6) Science, (7) Printing, (8) Carpentry, (9) Gardening, (10) Pottery. A child is expected to take different work in a workshop or studio every term. Thus, if he chooses drawing for the first thirteen weeks of the year, he will turn to science in the next thirteen, and occupy himself, let us say, with gardening or printing in the last. What is the object of this discursiveness? It is to enable a pupil to learn by experiment the form of activity that interests him most and best fits his talent. But it must be remembered that the Gary school, whilst offering to every child an opportunity of becoming industrially efficient in a self-discovered way, does not neglect general education, and keeps its pupils as long as possible under its control. When a boy elects to go into a workshop his liberal training goes on uncurtailed, and he may learn the rudiments of half a dozen bread-winning trades whilst preparing for (the American) College. He is kept from a premature choice of a vocation.

How to Mark Handwriting. To test efficiency, to weigh results, to get definite standards—these are prominent aims of American pedagogy to-day. The *questionnaire* circulates with embarrassing frequency, and in the journals there abound proposals for a scientific measurement of merit in every domain of study. Handwriting, for example, which most of us judge from a sort of vague impression, is often estimated in the United States according to Leonard P. Ayres—*A Scale for Measuring the Quality of Handwriting of School Children*. The scale is made thus: A sheet of paper, 9 in. by 36 in., is divided into eight sections, in each section there being a specimen of handwriting. As you proceed along the strip from left to right the specimens are better in regular progression. To the eight sections the values assigned are 20, 30, 40, 50, 60, 70, 80, and 90; and, in order to mark any sample of handwriting, all that is necessary is to slide it along the strip until writing of the same quality is found. To get a very accurate marking this may be done first from left to right, then from right to left, and an average of the two estimates taken. Yet we are curious to know whether different investigators agree in their results, for the style of the handwriting involves a difficulty, and goodness depends on the approximation to the ideal contemplated. Latin prose is not written in the characters that are approved by those who invoice "pants" and "vests."

Helping the Teacher. The University of Minnesota is publishing, for the benefit of any who wish to become teachers, manuals designed to be of immediate and practical value. The first two of these (numbered 6 and 7 of *Current Problems*, and costing 25 cents each) relate, one to the teaching of Latin, the other to the teaching of history. Many of the books and aids referred to are American, yet accessible, for the most part, to English teachers; for whom, no less than for American teachers, the "Bulletins," as they are called, will have much suggestiveness. Let the reader take from his shelves a volume of the series of Latin classics prepared in *usum serenissimi Delphini*, and estimate the gain to the Dauphin—whom, by the way, the books availed little—if his instructors could have offered him, for example, magic lantern slides in illustration of the texts. Nowadays you may submit Caesar's Helvetian campaign to the eye of the learner *pari passu* with Caesar's account of it; and the lantern will also throw needful light on the younger Pliny's descriptions of his villas. As for history, does it receive justice in our schools? How many English teachers follow the American practice of making ready, before the year's work begins, a complete outline of the period to be studied, with topical references, lists of maps, and notes on illustrative material? We think but few. How many restrict themselves solely to *English history*?

About Universities. It is not long since we referred to the uncertain character of the Universities of Washington, the American capital, in the district of Columbia. The cause of this lies in the General Incorporation Law enacted by Congress for the District in 1870, which permits any five or more persons to incorporate themselves as a College or a University and as such "to confer upon such persons as may be considered

worthy such academical or honorary degrees as are usually conferred by similar institutions." It is an evil degree of liberty. Proposals are now being made to amend the law or to check abuses of it. Turning to institutions of another kind, we observe that Columbia University, New York, has a Faculty of 962; the University teachers alone are thus numerous enough to form an academy of no mean size. The students enrolled number 16,172—the population of a town. No University in the United States has so large an enrolment, which is twice that which Columbia had not long ago. Johns Hopkins also continues to flourish. This academy has arranged an important course of public lectures in co-operation with the Women's Civic League and the Municipal Art Society of Baltimore. Among the subjects dealt with have been the "The Incoming Alien," "City-planning," and "The Influence of the Press."

Of Journalism. The press is—the press. It is not for us to estimate the literary quality of newspapers in the United States. The Americans themselves are not satisfied with it and are minded to elevate the journalist. At the fifth Annual Meeting of the National Council of Teachers of English—it was held at Chicago—upon the motion of a professor of the University of Michigan, the following resolution was carried:—"That the National Council of Teachers of English approves the movement to raise the academic standard of the profession of journalism, and therefore recommends to secondary-school authorities that no student be encouraged to enter the newspaper profession without further academic training than is afforded by the secondary school." Perhaps our English newspapers are not always beyond the shafts of criticism. If the poet is born, and not made, the journalist needs much making in addition to a birth qualification.

President Wilson. No man is so much talked of to-day as President Wilson. The Johns Hopkins University Circular (No. 10, 1915), "Publications of Members and Graduates in the Fields of History, Political Economy, and Political Science," supplies an authentic outline of his academic and political career, together with a list of his addresses and writings. He was at Davidson College, 1874–5. In 1879 he graduated A.B. at Princeton University; in Law, at the University of Virginia two years later. During 1882–3 he practised law at Atlanta, Georgia; then he became Fellow in History at Johns Hopkins University (1884–5), obtaining the degree of Ph.D. there in 1886. But already in 1885 he had migrated to Bryn Mawr College as Associate Professor of History and Political Economy. There he remained until, in 1888, he was called as Professor of the same subjects to Wesleyan University. Two years later he returned to Princeton as Professor of Jurisprudence and Political Economy, becoming President of the University in 1902. In 1911 he was made Governor of New Jersey, and President of the United States in 1913. Ten American Universities have conferred on him the degree of LL.D. and one (Yale) that of Litt.D. The famous journalist, George Augustus Sala, objected to being called a prolific writer ("It is the epithet, Sir, that you apply to a sow"). We will not, then, lest it should seem discourteous, apply the condemned term to President Wilson. But the catalogue of his publications fills nearly eight pages of the University Circular, and his literary "output" must already exceed that of the late Mr. Gladstone.

FRANCE.

Relations with the United States. M. Ferdinand Buisson, who represented France at the Educational Congress held at the Panama Pacific Expositions, has been struck by the affinity between the American common school and the French *école publique*. Different in form, the two institutions, he says, breathe a common spirit of republican democracy; alike they combine an unceasing appeal to the individual with a continual effort to promote social welfare. He has a plan to make teachers in France and in the United States conscious of fraternity. He suggests that a selection should be made of typical passages from the writings of those who in each country have best represented the national education in its principles, origins, methods, and achievement. Translated, these anthologies would bridge the gap that language and distance cause. The result would be as if thousands of American teachers were to visit the French schools, thousands of French teachers the American. It is stated that the preparation of the American anthology has already been begun.

The Education of Women. If the War has brought sorrow to many women, it has caused woman in general to lift up her head. The work deemed improper or impossible for women is being done successfully by women. New regions of activity, undreamed of careers, are opening out before them.

What is needed is a training that shall equip the girl for the discovered fields, and a demand is being made, not only in University circles, but also by such bodies as the Conseil national des femmes and the Union française pour le suffrage des femmes, for a great reform of the education of women. Mlle Marguerite Clément, in particular, has raised her voice in favour of complete identity in *l'enseignement féminin* and *l'enseignement masculin*. Awaiting mixed *lycées*, such as those which perform their functions admirably in Italy, she would have *lycées* for girls like in all things to those for boys, and with interchangeable staffs. "Away," she cries, "with the old 'good general culture,' which meant ideas, not facts, rose-water mathematics, philosophy for the genteel, and, at the end of it all, a diploma which it was sure that the recipient would never use!" Let us repeat ourselves. The War has proved that Vocationalism is an influence that must affect the education of women no less than the education of men. In so far we agree with Mlle Clément and those who support her.

France seems to be showing, as to gymnastics, a tendency to adopt the *Méthode naturelle* of Lieutenant (de vaisseau) Hébert. It is claimed for the *méthode* that it is *active, libérale, et simple*, reproducing the principal movements of man in ordinary life. It has been adopted, for example, at Reims, where—until a certain convulsion took place—1,600 boys and 1,400 girls were practising it under men and women teachers trained at the Collège d'Athlètes. The time devoted to the exercises, which take place twice a week, is twenty minutes in the preparatory classes, twenty-five minutes in the elementary classes, and thirty minutes in others. Sixty minutes a week for gymnastics we in England should think inadequate, unless there were added an abundance of free play.

UNIVERSITIES AND SCHOOLS.

LONDON.

BEDFORD COLLEGE FOR WOMEN.

The Report of the Council for Session 1914-15 shows that, though the War has deferred some of the proposed extensions of the building operations and increases to the staff, it has not interrupted or seriously affected its present work. The revenue account still shows a deficit of £1,276, due mainly to increased cost of housekeeping and allowances to those absent on War service. No. 20 Dorset Square has been acquired, to rent as a new hostel. The Training Department had an increased entry of post-graduate students, and was, in consequence, able to claim from the Board of Education a grant of £536, compared with £335 in 1913-14. Among the staff absent on War service are Prof. G. Rudler and M. J. J. Champenois. Their place has been temporarily supplied by Mme Champenois, Mme Rudler, Miss Farrer, and Miss F. Page.

OXFORD.

Our numbers are reduced this term to just over five hundred. There are still some men fit for service who are being allowed to take examinations at the end of this term before being called up. The Officers' Training Corps is sending all its members who are over nineteen into the newly formed Cadet battalions, and is to continue only with the few men there may be under nineteen.

Council has proposed decrees amending those which gave the B.A. on certain conditions to those undergraduates who had undertaken military service. The original proposals allowed candidates to supplicate for degrees at the end of the War. That was in the days when we still felt that the War must end soon. Candidates are now to be allowed to take their degrees when they have served the specified time.

Meanwhile we are feeling the Zeppelin menace, and have had to give up our comparatively well lighted streets and quads for Cimmerian darkness. The nightly prowling of the Proctors must be more farcical than ever.

The Board of Finance has issued a statement on the financial position of the University. On the surface it reveals the astonishing fact that the University had in 1915, for the first time for many years, a cash balance, and that a large one of £6,000. That balance has, however, been made up by voluntary contributions from professors and officers of the University of about £6,000; by moneys contributed from various funds, which are really the

savings of past years and will not be available again, of about £8,000; by grants from the Endowment Fund; and from colleges of about £3,000; and by saving from vacant professorships and scholarships of a little over £1,000. These altogether formed an Emergency Account which more than met the real deficit in the year's working of £12,500. Next year the Curators of the Court estimate a further drop in revenue of about £7,000, with a drop in expenditure of only £2,000, so that the deficit to be met will be larger, while the same resources will not exist to meet it. The prospects for 1916 are really serious. The Board do not, however, in the meantime, propose any special measures to meet the situation. Something will certainly have to be done, but whether the University should make a special appeal for help or should borrow, they have not yet decided. Meanwhile, the University is annexing what money it can. The Bampton Lectureship and the Professorship of Poetry have both been suspended this last month.

WALES.

The Central Welsh Board has refused to accept any of the suggestions of its Executive Committee for curtailing the annual examinations next July. The Junior Examination will be held as usual, and no modifications will be made in the two post-senior examinations—the Higher and the Honours Examinations. In spite of all arguments based upon the necessity of economy and the difficulties of the schools due to depletion of staffs, the Board was very much averse to interfering with the normal course of the work in the middle of the year, and, no doubt, there is very much to be said in favour of this attitude, and, besides, the saving effected if the proposals had been adopted would not have been great.

Mr. E. T. John, M.P., was elected as successor to the late Sir John Rhys as member of the Executive Committee. Mr. John is the apostle of Home Rule for Wales, and it will, therefore, be interesting to see how he will comport himself as a member of a committee where, to a certain extent, he will be able to put his principles into practice. Unfortunately, however, for him, the main work of the Executive Committee is of an expert and academic character, of which, probably, he has not had much experience; and, as at present the proportion of academic members is lower than it has been for a long time, it would have been wiser, we think, if a member with a more definite acquaintance with the practical working of the schools had been chosen. Still, he is a man with a wide experience of administrative work, and will no doubt be able to give much valuable help to the Board, especially in standing up for its rights against any encroachments upon them.

At the last meeting of the Cardiganshire Education Committee, the Director of Education presented a report on the closer co-ordination between the elementary and the intermediate schools of the county. Out of 925 children between twelve and thirteen years of age in the county only 112 sat for the Entrance Scholarship Examinations, which was a very unsatisfactory state of things. Principal Roberts agreed that the figures were very disquieting, as they proved a strange lack of appreciation of the advantages of higher education. His remedy was to provide more leaving scholarships from the secondary schools to the Colleges in order that, in the first place, the length of stay at the school may be prolonged, and secondly, that it may be worth while for the parents to make greater sacrifices to keep their children at the schools. Other members thought that the reason for the low proportion was the unwillingness of parents to allow their children to lodge in the towns under no real control. But, whatever the reason may be, it is clear that so far no real advance in higher education has been made in this county, even though it is fortunate enough to have within its borders the University College of Aberystwyth and Lampeter College. The question is to be further investigated.

Principal Griffiths has intimated his desire to resign the Principalship next July, but at the unanimous request of the Council he has consented to retain his office for a further period of two years. He felt that under the present abnormal circumstances he would be failing in his duty if he were to refuse to consent to act. In his report to the county governors he drew attention to the extremely difficult time through which the College was passing. Since the outbreak of War, out of a staff of sixty, twenty-five had already left, and yet there was no diminution in the number of courses required. Of the present students 190 were serving with the Colours, others were in munition works, and altogether a total of 403 had gone from the College. In his references to the Royal Commission, the Prin-

principal stated that this had been accompanied by a promise of increased grants. But there was one serious danger lurking in this Commission, and that was that, by increasing the control of the University over the Colleges, there was every probability that the autonomy of the Colleges would be so seriously impaired that it might lead to the disruption of the University. It was most unusual to appoint a Commission to inquire into the working of a University which was only twenty years old, and especially when the influence of that University had made itself felt so profoundly as that of the University of Wales in the national life of the Principality. He trusted, therefore, that in the forthcoming inquiry this question of local autonomy of the colleges would be kept well in the forefront.

Considerable dissatisfaction exists because the Treasury has put its veto on the proposal to proceed immediately with the Welsh Medical School, and Colonel Bruce Vaughan, at King Edward VII's Hospital, Cardiff, sharply criticized the action of the Government in enforcing delay. The needs of the medical profession were real and urgent, as there would be a serious dearth of properly qualified medical men after the War. Even now that want is keenly felt in Wales, and it is high time that steps were taken to supply it. It is really difficult to understand the position of the Government on this question, because the funds are already practically supplied through the generosity of Sir W. J. Thomas and others, and it is particularly a matter of regret that it has thought fit to take advantage of the movement for establishing a medical school to force on the University a Commission of Inquiry. The two questions of the Commission and of the Medical School are quite distinct, and should not have been incorporated.

As illustrating the keen desire in Wales for a National School of Medicine, an influential meeting was held at Cardiff to consider the position of women as doctors, and to discuss means for facilitating their entrance into the profession. Mr. D. Lleufer Thomas, M.A., and others spoke, and the feeling was strongly in favour of impressing on the Government the danger of delay in proceeding with the establishment of the school.

SCOTLAND.

The General Council has appointed a committee to consider and report on the question of degrees in education, with power to appoint delegates to any conference of the Universities which may be held on this question.

From a report of the Appointments Committee, submitted to the University Court, it appears that the Committee has found places for 423 men in twenty-six different munition factories. Over three hundred of these have been engaged for the duration of the War. Many of them are either unfit for military service or would be exempt from it on account of special circumstances. A considerable number of others, who are now skilled operatives, have been attested and are ready to serve either in an industrial or a military capacity, as the authorities may determine. A part-time hospital service was arranged last summer in the Glasgow Infirmary, and 110 women students and graduates were thus enabled to be trained for work in civil hospitals, in order to release fully trained nurses for military service. A register of the women students and graduates, for purposes of War service, has also been prepared. 407 present students have registered themselves as willing, either with or without previous special training, to undertake the work of educated men withdrawn for military service. Of the 670 women graduates who were registered, most were already occupied, but about a hundred are available for emergency employment at short notice. Mr. William Davidson (Glasgow) has given to the University a sum of money in order to endow a medal in memory of his son, Lieutenant Henry S. Davidson, who was killed in action on May 18, 1915. The medal is to be awarded annually to the student who takes the first place in the O.T.C. Examination for the B Certificate.

The General Council has appointed Colonel Scott Riddell as one of its assessors on the University Court, in room of the late Dr. Westland. The Court has remitted to the Senatus to draw up conditions of appointment and regulations relative to the new Lectureship in Pathology.

The University laments the loss of its Principal and Vice-Chancellor, Sir William Turner, K.C.B., who died on February 15, in his eighty-fourth year, after a short illness. A native of Lancaster and a graduate of London University, he had served Edinburgh Uni-

versity for more than sixty years, as Demonstrator in Anatomy under Goodsir, as Professor of Anatomy for thirty-six years, and as Principal since 1903. He was a brilliant teacher of his subject, and his students have filled most of the Chairs of Anatomy in this country and in the Dominions. He did much to develop the Edinburgh Medical School and to organize and improve medical education generally. For over thirty years he was a member of the General Medical Council, of which he was President from 1905 to 1908. In 1900 he was President of the British Association. Becoming Principal of the University when he was more than seventy years of age, he continued with unabated energy his vigorous and practical service of its interests, and his administrative abilities found full expression in maintaining the strength of the University, both educationally and financially.

Emeritus-Professor Sir William M. Ramsay intended to deliver in February the first course of his Gifford Lectures on "Early Religion and Religious Thought in the Greek and Graeco-Asiatic Lands"; but, owing to his illness, the course has been postponed. Dr. George Macdonald, C.B., is to give six additional lectures on "Scotland in the Roman Period," under the Munro Foundation.

1,971 members of the College are on naval or military service; 41 of these are members of the staff. 1,260 are students, and 662 are former students; 113 have been killed or died on service. The War honours which have been gained include two V.C.'s, one D.S.O., eleven Military Crosses, and five D.C.M.'s. The College is also engaged in much War work, especially in chemistry, in the testing of materials, and in the preliminary instruction of volunteers desiring to engage in shell-making.

By agreement between the Educational Institute, the Secondary Education Association, and the Class Teachers' Federation, draft terms for the proposed union of teachers in Scotland have been prepared. The new union is to be called the Educational Institute of Scotland. Membership is to be restricted to teachers or others professionally engaged in education, who have been recommended by a local association and approved by the Council or by a Committee of the Council, but present members are to have the option of being members of the new association. Provisions are made for the representation of the various classes of teachers on the Council, and for secondary education and class teachers' committees, as well as other general committees. A weekly professional journal is to be established, owned and managed by the Institute, and at least one Sederunt of the Annual Congress of the Institute is to be modelled on the General Meetings of the British Association, with various sections meeting separately.

IRELAND.

At a recent meeting of the Senate of the Queen's University, Belfast, it was reported that commissions had been granted to 455 cadets of the Officers' Training Corps, and that 422 young officers had been trained in the schools of instruction conducted by the officers of the contingent. A resolution was adopted that the Senate should assist in providing suitable literature for the fighting battalions of the Irish regiments at the Front, and a committee was appointed for the purpose.

The Government grants to the Royal Irish Academy of Music and the Irish colleges have been restored. This is a matter for general congratulation, as the dissatisfaction caused by the threatened withdrawal of the grants was by no means confined to any one section of the people. At a meeting of the Conference of Irish Colleges and at the meeting of the Mansion House Conference on the Teaching of Irish, both held on Wednesday, January 26, Mr. Birrell's statements with regard to the grants, made on the previous Monday, were received with lively satisfaction; and the Rev. Denham Osborne, D.D., the leading educational representative of the Irish Presbyterian Church, took occasion shortly after in a public speech to express his disapproval of any reduction of the grant for teaching Irish in primary schools and to uphold the merits of bilingual education. The Dublin Chamber of Commerce, meeting on January 25, also went into the matter of the grants, and Mr. W. M. Murphy, while acknowledging the restitution which had been made in the case of the Irish colleges and the Academy, protested against the reductions of the grants to the National Museum (£2,250), the National Library (£400), the Royal College of Science (£1,000), as well as to afforestation, fisheries development, and the Department of Agriculture—the last economy involving the closing of one of the agricultural colleges—and pointed out that corresponding reductions had not been made for educational work and agriculture in England.

The Annual Meeting of the Classical Association of Ireland was

held in Dublin on the evening of January 28, when the President for 1916, Prof. J. J. Beare, M.A., F.T.C.D., delivered an address on "Plato and Poetry." Mr. Justice Ross presided, and the speakers on the papers were Dr. Bernard (the Archbishop of Dublin), Dr. Mahaffy (the Provost), and Prof. J. F. Dobson (of Bristol University), who represented the English Classical Association.

PRIZE COMPETITIONS.

THE Translation Prize for February is awarded to "Yemen."

The winner of the Translation Prize for January is F. P. B. Shipham, Esq., 19 Westbere Road, Cricklewood, N.W.

Mon petit fils qui n'as encor rien vu,
A ce matin, ton père te salue;
Vien-t-en, vien voir ce monde bien pourvu
D'honneurs et biens qui sont de grant value;
Vien voir la paix en France descendue,
Vien voir François, notre roy et le tien,
Qui a la France ornée et défendue;
Vien voir le monde où y a tant de bien.

Jan, petit Jan, vien voir ce tant beau monde,
Ce ciel d'azur, ces estoiles luisantes,
Ce soleil d'or, cette terre ronde,
Cette ample mer, ces rivières bruyantes,
Ce bel air vaque et ces nuës courantes,
Ces beaux oyseaux qui chantent à plaisir,
Ces poissons frais et ces bestes paissantes;
Vien voir le tout à souhait de désir.

Petit enfant! peux-tu le bien venu
Estre sur terre, où tu n'apportes rien,
Mais où tu viens comme un petit ver nu?
Tu n'as de drap, de linge qui soit tien,
Or ny argent, n'aucun bien terrien;
A père et mère apportes seulement
Peine et soucy, et voilà tout ton bien.
Petit enfant, tu viens bien povrement!

De ton honneur ne veul plus être chiche,
Petit enfant de grand bien jouissant,
Tu viens au monde aussi grand, aussi riche
Comme le roy, et aussi florissant.
Ton héritage est le ciel splendissant;
Tes serviteurs sont les anges sans vice;
Ton trésorier, c'est le Dieu tout-puissant;
Grâce divine est la mère nourrice.

By "YEMEN."

My little son, whose eyes on life unclosed,
On thy birthday thy father greeteth thee.
Come, see the world that hath such goodly shows,
Such wealth, such honours eke of high degree.
How peace on France hath late descended see,
See Francis, who o'er us and thee is king,
And lives his country's pride and shield to be.
Come, see the world, so rich in many a thing.

Jan, little Jan, this goodly world behold—
The bright blue sky, the stars with glittering rays;
See the round earth, the sun that shines like gold,
The brawling streams, the boundless ocean ways,
The void of air, where many a cloudlet strays,
The little birds that as it likes them quire;
The nimble fishes, and the beasts that graze.
Come, see how all's as thou wouldst e'en desire.

O babe, thee welcome shall we dare to term
Upon the earth to which thou bringest nought,
But comest as thou wert a little worm?
Never a weed to wrap thee in, nor aught
Of gold or silver or of gear hast brought.
For father and for mother pain and care,—
'Tis all thou hast to give them,—hast thou wrought.
Poor babe, of worldly substance thou'rt full bare!

Honour to thee will we refuse no more,
O, little child, nor thy great wealth deny.
Of riches and possessions hast such store
Thy fortune with the very kings can vie.
A splendid realm thou hast above the sky,
Thy servitors the sinless angels be,
For treasurer thou hast e'en God most High,
And grace divine, O babe, shall nourish thee.

We classify the 84 translations received as follows:—

First Class.—Fortune le veut, Dane, Lycidas, Beetle, Bia, Cyrano de Bergerac, Berenguela, Yemen.

Second Class.—Miranda, E.H.M., S.M.M., H.F.L., Sweet Lavender, Cactus-thorn, Kimberley, Job, Francis, Ben Edar, Zéolide.

Third Class.—Didaskalos, K.A.W., Coax, P.G.G., Britannia, J.G., E.A.M., Me, Denise, Kym, p.m. Bedford, Jaques, L.W.L., Ebrius, Shepherdess, Marguerite, Chislehurst, Gazeley, Nona, Rastra, Kim, A.A.M., Tweedle-dee, Scientia, Anton.

Fourth Class.—E.S.B., Phil, R. Hayes, E.C.M., York, Ratlos, Samuel, Puck, Bozena, Opaline, Cognac, Nil Desperandum, Winkledust, Elseeaitch, Néarque, M.H., Spero Infestis, F.R.P.

Fifth Class.—M.A.J., Labor, Charles, S.A., Girlie, F.T.A., Quis, Quintin, R.L., Sil, Phin, Ohn, R.I.P., Lunar, Nish, Jan, Quod, P.G., S.P.A., Paramore, Comma, Tweenie.

Fontaine's lyric, familiar to all students of old French poetry, has been introduced to the general reader in the Poet Laureate's anthology. Though it dates back to the sixteenth century, there is but little archaic about it, and the Elizabethans would supply the nearest analogy. It is almost essential to preserve the original system of rimes, and a third class is the highest that a prose version could hope to attain. Few at starting were content with the simple "My little son, who hast nothing seen as yet, Thy father greets thee on this morn." "Jan" or "Jean" is indifferent, but "Jack" is ridiculous. *Rivières bruyantes* is "roaring rivers," not "purling brooks." *Vaque*: "void" is archaic; "void of air with fleeting clouds." "Fresh fish" will not stand; "nimble," "darting," "sportive" is nearer. Why seek to improve on "naked worm"? *Veuil = je veux*. "Queens shall be thy nursing mothers" gives the obvious turn for the last line.

A Prize of Two Guineas is offered for the best translation of the following passage of Zola:—

Brusquement, comme les ingénieurs s'avançaient avec prudence, une suprême convulsion du sol les mit en fuite. Des détonations souterraines éclataient, toute une artillerie monstrueuse canonnant le gouffre. A la surface, les dernières constructions se culbattaient, s'écrasaient. D'abord une sorte de tourbillon emporta les débris du criblage et de la salle de recette. Le bâtiment des chaudières creva ensuite, disparut. Puis, ce fut la tourelle carrée où rôlait la pompe d'épuisement, qui tomba sur la face, ainsi qu'un homme fauché par un boulet. Et l'on vit alors une effrayante chose; on vit la machine, disloquée sur son massif, les membres écartelés, lutter contre la mort; elle marcha, elle détendit sa bielle, son genou de géante, comme pour se lever; mais elle expirait, broyée, engloutie. Seule, la haute cheminée de trente mètres restait debout, secouée, paille à un mât dans l'ouragan. On croyait qu'elle allait s'émietter et voler en poudre, lorsque, tout d'un coup, elle s'enfonça d'un bloc, bue par la terre, fondue ainsi qu'un cerle colossal; et rien ne dépassait, pas même la pointe du paratonnerre. C'était fini; la bête mauvaise, accroupie dans ce creux, gorgée de chair humaine, ne soufflait plus son haleine grosse et longue. Tout entier le Voreux venait de couler à l'abîme.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by March 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Those in the First Class are entitled on application to a copy of "Essays, Mock Essays, and Character Sketches."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** or **PARTNERSHIP**. Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £800 to £1,000 capital required.

No. **TRANSFER** or **PARTNERSHIP**. High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

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No. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON**. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. **TRANSFER** of exceedingly flourishing Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET PROFIT ABOUT £1,000.** 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

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No. **PARTNERSHIP** in one of the best-known Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

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Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 143.

CHANNING HOUSE HIGH SCHOOL AND BOARDING SCHOOL FOR GIRLS, HIGHGATE, LONDON, N.

Head Mistress: Miss LILIAN TALBOT, B.A. Honours, London.

Pupils prepared for Matriculation and Intermediate Examinations of London University. Healthy situation, good playground and garden. Great attention given to physical training. Special terms for daughters of Unitarian Ministers. All inquiries to be addressed to the HEAD MISTRESS.

BOOKS FOR SALE.

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Quick (Rev. R. H.)—**Life and Remains**. Comprising an interesting life of the author as schoolmaster and educational reformer; also a valuable selection from his essays and records mainly on educational and literary matters, &c., including a detailed study of the mental growth of his two children from birth to the age of seven and four respectively. Edited from his biographical notes and miscellaneous unpublished writings by Francis Storr, portrait. Crown 8vo, cloth, pp. viii, 544 (pub. 7s. 6d.), post free, 3s. 6d. 1899.

36 Heatley's Illustrated Latin Reading Book and Grammar. 1900. 4d. each.

7 Spiers's French Drill. 7½d. each.

3 Robinson's History of England. Period I. 1907. 9d. each.

8 Baker and Bourne's First Algebra. Without Answers. 7½d. each.

And many others. Inquiries requested by

JOHN DAVIS (Successor to THOMAS LAURIE), 13 Paternoster Row, London.

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This School aims at giving an all-round education. Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air. Further particulars from the PRINCIPALS.

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THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1889 are **out of print**. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are **out of print**.

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SUMMER SCHOOL, WESTFIELD COLLEGE, UNIVERSITY OF LONDON, August 2nd to August 23rd.

COURSE OF LECTURES:—Modern Developments in Education: the teaching of History and Arithmetic; Handwork, including Primitive Industries, Weaving, Spinning, Modelling, Pottery, Toy-making, &c.; Brushdrawing; Nature Study and Gardening; Domestic Handicrafts, including Household Repairs, hitherto done by men. Games and Country Dances. Eurythmics.

For particulars apply to THE SECRETARY, 4 Bloomsbury Square, W.C.

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ASSISTANCE offered in evening after 5.30 or Saturday afternoons and Sunday, in confidential capacity by experienced business man over Military age; first-class Correspondent, shorthand Writer, Book-keeper, French (spoken and written, Medallist and Prizeman), Proof Reading (both English and French); some literary ability. Address—No. 10, 136.*

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MIDLANDS.—10 boarders, 60 day pupils. Gross income £1,500, net ditto £378. Principals retiring. Goodwill only £450. School furniture at valuation. Part purchase money can remain for a time.—No. 2,951.

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NEAR LONDON.—FIRST-CLASS SCHOOL. Average net profits £1,000. 16 boarders at nearly £100 per annum each and 63 day pupils at high fees. Price for goodwill and furniture, £2,000.—No. 2,876.

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For full particulars of above and complete list of Girls' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand.

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WEST COAST.—Income about £2,150. Net profit considerable. Over 120 pupils, including about 18 Boarders. Goodwill and very valuable furniture (household and school), £1,600. Only about £1,000 to £1,200 down.—No. 6,641.

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MEETINGS, Conferences, and Lectures of Educational and other Societies, reported Verbatim or in Summary by expert worker.—A.K., 41 Asmuns Place, Hampstead Way, N.W.

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SURREY.—FOR SALE.—High-Class SCHOOL (Day and Boarding), established nine years, good connexion; healthy locality. Modern premises. Gross receipts about £1,000. Address—No. 10,124.*

PRINCIPALS wish to dispose privately of good-class BOARDING and DAY SCHOOL 25 miles from London. 17 boarders and 18 day pupils. Good house and garden. Excellent opening for three friends. Capital required for goodwill and furniture about £900. Address—No. 10,125.*

PRINCIPAL retiring next July, desires to transfer her high-class PRIVATE DAY SCHOOL FOR GIRLS, which she started herself, in a favourite S.W. district of London. Could be best developed in connexion with good boarding school. Full investigation offered. Address—No. 10,132.*

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Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

GYMNASTIC, GAMES, and SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE.—Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

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LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

EXPERIENCED FRENCH MISTRESS (diplômée), three years' training in Elocution in Paris, ten years' experience in one School, desires Visiting Engagements in Schools, London district. Lectures given in French Literature, Recitation in French, special classes for young children, with Songs, Games, Rhymes. Pupils prepared for examinations. Address—No. 10,126.*

LADY of highest qualifications desires Post as SUPERINTENDENT of HOSTEL, HOUSE MISTRESS, LADY HOUSE-KEEPER, or similar position. Thoroughly experienced in Household Management, Accounting, Sick Nursing, &c. Speaks French fluently.—Miss FENTON, Ranfurly Hotel, Bridge of Weir, Renfrewshire.

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"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, The Journal of Education fulfils a very useful mission to secondary teachers."—The Western Daily Press.

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MISTRESS seeks re-engagement after Easter. L.R.A.M. diploma, with Theory, Drawing, Violin, and Painting. Experienced. Resident post preferred. Address—No. 10,127.*

MUSIC MISTRESS seeks re-engagement. Piano (Medallist R.A.M.), Singing, Cello, Harmony, Ear Training, and Musical Appreciation. Matthey, Curwen, and Sol-fa Methods. Orchestral and Ensemble experience. Apply—Miss SKETT, Sefton, St. Albans.

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Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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SCHOLASTIC.—IMMEDIATE AND EASTER VACANCIES.—Graduates and other well qualified Assistant Masters who are seeking appointments in Secondary and other Schools should apply *(as soon as possible)* with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.** Notice sent at once of all suitable appointments.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by **return of post**.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—**PRINCIPAL, Linden Hall, Clapham Road, S.W.**

UNIVERSITY OF WESTERN AUSTRALIA.

LECTURESHIP

IN FRENCH AND GERMAN.

APPLICATIONS for the above **LECTURESHIP** should reach the **CHANCELLOR, University, Perth, Western Australia**, not later than **March 14th, 1916**. The tenure of office shall, in the first place, be for a period of three years. Salary £400 per annum. Copies of the Conditions of Appointment may be obtained at the Office of the **AGENT-GENERAL FOR WESTERN AUSTRALIA, Savoy House, Strand, London, W.C.**

RAINE'S FOUNDATION SCHOOL FOR BOYS.

ARBOUR SQUARE, STEPNEY, LONDON, E.

FORM MASTER wanted as substitute for a Master who has joined His Majesty's Forces. Temporary appointment which might become permanent. Must be a Graduate or be otherwise specially qualified and be ineligible for military service. Usual Junior and Middle Form subjects. Salary in accordance with the Scale of the London County Council for Secondary Schools.

Forms of application (which should be returned by the 18th March) may be obtained by sending a foolscap envelope (stamped and addressed) to the **HEAD MASTER**.

TYPEWRITING.

MANUSCRIPT, 6d. per 1,000 words. Testimonials 6d. per dozen. Examination Papers. Perfect work.—**MAUD GLENISTER, 3 Friern Park, North Finchley, N.**

ADVERTISEMENT and other matter for **APRIL** issue should reach the office by **March 25th**. Urgent notices of Posts Vacant and Wanted can be received up to **March 27th** (first post).

TO ASSISTANT MISTRESSES.

EASTER AND IMMEDIATE VACANCIES.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., Invite Immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Mistresses seeking posts in Girls' or Boys' Schools for after Easter should apply forthwith.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

Assistant Mistress with good French. One who has resided abroad desired. Secondary School. Salary £125 non-resident.—No. 004.

Assistant Mistress to teach History throughout the School. Junior Mathematics, and Games. County High School. Commencing salary £100 non-resident.—No. 208.

Temporary Mistress for good French County School in London. Salary £45 per term non-resident.—No. 231.

Assistant Mistress for English and Latin to the Upper School, and some other subject such as Mathematics or French Translation. To take charge of Forms V and VI. Good experience desired. Salary £70 resident.—No. 213.

Mistress for History and Needlework principally. County School. Commencing salary £100 non-resident.—No. 190.

Junior Assistant Mistress for large Boarding School for Boys on South Coast. General subjects. Salary £60 resident.—No. 229.

Assistant Mistress for Mathematics. Latin, French and general English. Must hold good qualifications. Small high-class School. Salary about £50 resident.—No. 225.

Mistress specially to teach French. Diploma for French desired. Upper Middle-class School. Salary about £60 resident.—No. 222.

Commercial Mistress for Shorthand, Book-keeping, Typewriting, and to assist with Accounts and Secretarial work. High-class School. Salary £50 resident.—No. 219.

Senior Mistress for Arithmetic, Mathematics, French, or Botany. Mathematics, and Latin. Good School. Salary £60 resident.—No. 218.

Assistant Mistress for Boys' School. Good general subjects, including Latin and French. Salary £80 non-resident, with midday dinner and tea.—No. 209.

Senior Mistress for good English subjects, Latin, Mathematics, French, or German. Good School. Salary about £70 resident.—No. 205.

Assistant Mistress for first-rate French. One who has resided abroad, and had good English Boarding School experience. Large and important Boarding School. Salary about £60 resident.—No. 199.

Senior English Mistress with good experience. Churchwoman. High-class School. Salary about £50 resident.—No. 196.

Assistant Mistress for Boys' School. Mathematics and French for Cambridge Locals, and to take a class of small boys in Latin and general subjects. Light post. No duty. Salary £90 non-resident.—No. 189.

Assistant Mistress for Mathematics, Latin, and History, or Languages. Age over 25. Experienced. Salary about £60 resident.—No. 084.

Assistant Mistress for English, History, Arithmetic, and some Geography. Degree or experience desired. An adequate salary will be given to a suitable lady.—No. 150.

Senior Mistress for Mathematics, Latin, and Modern Geography, and to assist with general subjects. Salary £50 resident.—No. 150A.

Experienced Mistress for usual school subjects, Algebra or Botany to Senior Cambridge standard. Able to prepare Local Examinations. Salary £50 resident.—No. 122.

Assistant Mistress for Mathematics to Matriculation or Higher Local standard and History. Salary about £50 resident.—No. 120.

Ceylon—Mistress for Mathematics and elementary Science. Physiology and Hygiene desirable, but not essential. Churchwoman essential. Salary about £100 resident. Passage paid.—No. 818.

250 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

80 Numerous Posts for Junior Mistresses asking Salaries of from £25 to £35 Resident.

Student-Governesses also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.) Please see page 162 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: 34 BEDFORD STREET, STRAND, LONDON, W.C.
Telegraphic Address: "SCHOLASQUE, LONDON."

Telephone: 7021 CERRARD.

SCIENCE AND MATHEMATICAL VACANCIES.

Mistress to teach Chemistry and Physics up to London Inter-Science standard and elementary Mathematics. Commencing salary £130 non-resident.—No. 144.

Assistant Mistress for Mathematics. Must be willing to take an active interest in the social life of the school. Secondary School for Boys. Salary £150 to £150 non-resident.—No. 216.

Senior Mathematical Mistress for Girls' Secondary School. Geography on modern lines and Science a recommendation. Commencing salary £125 non-resident.—No. 161.

Mistress for General Science to Junior Forms, and Botany to London Inter. Arts standard. Training or experience desired. Salary £120 to £140 non-resident. School near London.—No. 212.

Assistant Mistress for Mathematics and Physics, Boys' Grammar School. Commencing salary £120 non-resident.—No. 178.

Mistress for General Experimental Science and Mathematics. Geography a recommendation. One experienced in class management desired. Salary about £60 to £70 resident, or about £95 non-resident.—No. 206.

Assistant Mistress for Junior Mathematics. Usual form subjects a recommendation. Commencing salary £100 to £110 non-resident; Boys' School.—No. 191.

Mistress for Mathematics and elementary Science. County School for Boys. Salary from £110 to £140 non-resident.—No. 176.

Temporary Mistress for Mathematics and Physics, Boys' Secondary School. Salary £120 to £140 non-resident.—No. 140.

Mistress for Physics, Chemistry, and Botany. Graduate looked for, and accustomed to Boarding School life. School for Ministers' daughters. Salary about £80 resident.—No. 049.

Assistant Mistress for Mathematics up to Matriculation standard. Churchwoman preferred. Important Day School. Salary from £120 upwards non-resident.—No. 133.

Temporary Mistress for Chemistry and Physics. County School for Boys. Fair salary non-resident.—No. 100.

West Indies.—Mistress for good Mathematics. Able to prepare pupils for Higher Local and London Matriculation. Government School. Salary £120 resident. Passage paid.—No. 075.

Mistress for Mathematics and Modern Geography or Botany and elementary Chemistry. Boys' Grammar School. Salary £100 non-resident.—No. 096.

KINDERGARTEN VACANCIES.

Junior Form Mistress with Froebel Certificates. Should have been trained. Girls' High School near London. Salary £90 to £110 non-resident.—No. 211.

Malay States.—Experienced Mistress for a Church Day School. Usual Kindergarten subjects, and, if possible, Piano, Singing, and Physical Exercises. Small class of pupils. Churchwoman essential. Town life English Society, Church, Clubs, &c. Salary about £55 resident. Passage paid.—No. 185.

GYMNASTIC VACANCIES.

Mistress for Gymnastics, Hockey, Swimming, Fencing, &c. Large and important school. Fair salary resident.—No. 223.

Mistress for Swedish Gymnastics and Games. Remedial Gymnastics if required and Swimming. Also able to teach some Geography and Needle work if possible. Salary £50 resident.—No. 203.

CROYDON EDUCATION COMMITTEE.

BOROUGH SECONDARY SCHOOL FOR GIRLS.
THE BRANCH POLYTECHNIC,
SOUTH NORWOOD.

A GYMNASIAC MISTRESS for four sessions a week will be required for next term to teach Swedish Drill to girls aged 10 to 18 years. Salary £55 per annum. Apply—HEAD MISTRESS.

JAMES SMYTH,
18th February, 1916. Clerk to the Committee.

SALOP EDUCATION COMMITTEE.

OSWESTRY HIGH SCHOOL FOR GIRLS.

Wanted in May, a GEOGRAPHY SPECIALIST. Botany or Chemistry a recommendation. Salary according to qualifications and experience, County Scale £110-£170. Apply to the HEAD MISTRESS.

MERTHYR TYDFIL EDUCATION COMMITTEE.

CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted for beginning of May, FORM MISTRESS to teach History. Degree in History essential. Knowledge of Welsh History desirable. Gains a recommendation. Salary £120, by £5 per annum to £140. Applications, on Official Form, to reach me not later than March 20th.

RHYS ELIAS,
Town Hall, Director of Education.
Merthyr Tydfil.
21st February, 1916.

DURHAM COUNTY COUNCIL.

HIGHER EDUCATION.

SECONDARY SCHOOL, BLAYDON (MIXED).

Head Master: Mr. R. N. WILSON, B.A., B.Sc.

Two FORM MISTRESSES required with special qualifications in History, Singing, or Latin, for the period of the War. Degree not essential.

Salary £9 to £12 per month according to experience. Application Forms will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,
County Secretary for Higher Education,
Shire Hall, Durham,
21st February, 1916.

TYPEWRITING (Certificated).—

Testimonials, 6d. per dozen copies; MSS., 8d. per 1,000 words. Promptitude and accuracy guaranteed.—Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

WISBECH HIGH SCHOOL.—

Wanted, after Easter, a physically trained MISTRESS, able to take Drill, Swimming, Dancing, Games. Salary £50-£60 resident, according to qualifications.

REQUIRED in May, an ASSIST-

ANT, trained at Dartford, for the Swedish Gymnasium, Norwich. Duties include giving instruction at the Norwich Training College, Lowestoft Secondary and other Schools. Salary £120 per annum. Apply to Miss R. STEUBER, Swedish Gymnasium, 16 Prince of Wales Road, Norwich.

WANTED, after Easter, ASSIST-

ANT MISTRESS. Principal Subject: Geography (Games and Singing desirable). Salary £100 non-resident. Apply, stating Degree, age, experience, &c.—HEAD MASTER, Dronfield Grammar School, near Sheffield.

WANTED, in May next, good

ENGLISH GOVERNESS in Boarding School. Able to prepare for Senior Cambridge. State age, experience, salary, &c.—Miss DUNSTAN, Queen's College, Weybridge, Surrey.

ADVERTISEMENT and other matter for APRIL issue should reach the office by March 25th. Urgent Notices of Posts Vacant and Wanted can be received up to March 27th (first post).

IPSWICH MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss E. B. HARRISON, M.A.

A GYMNASIAC and GAMES MISTRESS (Grade B) is required after Easter. Training at a College recognized by the Board of Education, with Swedish and Remedial Drill and good Games, essential. Preference will be given to applicants qualified in Massage. Scale of Salary, £100 per annum, rising by annual increments of £10 to a maximum of £130. Initial Salary according to qualifications.

The School is constituted by an Endowed Schools Scheme of the Board of Education, and the appointment will be made by the Governors on the recommendation of the Head Mistress.

Applications must be made on the prescribed Form (for which apply at once), and be delivered to the undersigned not later than March 9th. A copy of the Conditions of Appointment will be sent with the Form of Application.

GEORGE BILLAM,

Secretary to the Governors.
Office of the Borough Education Committee,
Tower House, Tower Street, Ipswich.
February 7th, 1916.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.

DOMESTIC SCIENCE MISTRESS wanted, to begin work as soon as possible. Special subjects: Cookery, Dressmaking, and Needlework. Training and experience essential.

The Domestic Science side of the School is new and the Mistress appointed will initiate the work. Salary £90, £100 and £110 in 3 successive years with board and residence; holidays included if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

GYMNASIACS MISTRESS re-

quired next term with good training in Remedial Work. Dartford student preferred. Help in Secretarial Work. Salary according to qualifications. Apply—HEAD MISTRESS, Shrewsbury High School (G.P.D.S.T.).

THE INTERMEDIATE

SCHOOL, MERTHYR TYDFIL.—Wanted, in May, a MASTER (ineligible for the Army) to teach good Junior Mathematics and Commercial Subjects. Salary £120 to £150, according to qualifications and experience. Apply—HEAD MASTER.

WANTED, after Easter, in high-

class Day School (65 pupils, boys and girls), MATHEMATICAL MISTRESS to undertake teaching of Mathematics throughout the School. College training of good experience with young children essential. Geography on modern lines a recommendation. Apply—Miss GILPIN, Weybridge.

SCIENCE MISTRESS (resident)

wanted after Easter for Ministers' Daughters' College, Edinburgh, to teach Science and Elementary Mathematics. Training or experience essential. Apply, with testimonials, to the Hon. Sec., ARCHIBALD LANGWITH, C.A., 19 Melville Street, Edinburgh.

WANTED, at Easter, LADY

MATRON/HOUSEKEEPER, Public School. Experience in Sick Nursing, especially epidemics. Economical manager, thoroughly domesticated, good needlewoman. Apply—Girls' School, Sherborne.

WANTED, in May:—(1) ASSIST-

ANT MISTRESS to teach Botany up to London Intermediate Arts standard; General Elementary Science leading up to Botany and Mathematics in Middle School. Initial salary £120-£140, according to qualifications. (2) JUNIOR FORM MISTRESS, with some subsidiary subjects in the Middle School. Games. Initial salary £90-£110. Apply at once to HEAD MISTRESS, Loughton High School, Essex.

THE CUMBERLAND EDUCA-

TION COMMITTEE require in April, 1916, a trained TEACHER OF PHYSICAL EXERCISES. Duties comprise teaching in Secondary Schools and training Elementary Teachers. Only fully trained candidates need apply. Dartford, Chelsea, or Bedford training preferred. Salary £100 per annum, with travelling expenses. Forms of Application can be obtained from C. COURTNEY HODGSON, Secretary, The Courts, Carlisle.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

MUSIC MISTRESS required after

Easter. Good Piano, Harmony, Class Singing, Performer. Matthey and Curwen Methods. Experienced in preparing for all Local Schools and Centre Examinations. Moderate Churchwoman. Not under twenty-six. Full particulars to PRINCIPAL, Seaford Ladies' College, Sussex.

PENDLETON HIGH SCHOOL,

MANCHESTER.—Experienced KINDERGARTEN MISTRESS required for May 3rd for one term or longer. Salary from £105 if able to train students. Applications, with full particulars and copies of testimonials, to be sent to the HEAD MISTRESS at once.

WANTED, in May, in Girls'

Boarding School, MISTRESS for GAMES and SWEDISH GYMNASIACS. A little Junior Form work. Apply, stating experience and salary, to PRINCIPALS, The Hill School, Westerham, Kent.

INTERMEDIATE SCHOOL FOR

GIRLS, HENGOED, via Cardiff.—FORM MISTRESS wanted after Easter. Specialist in English or Mathematics. State subsidiary subjects offered. Degree or equivalent and experience or training essential. Salary £100-£140. Apply, by March 25th, to the HEAD MISTRESS.

REQUIRED, after Easter, a GYM-

NASTICS and GAMES/MISTRESS holding Diploma of Anstey, Bedford, Osterberg, or Chelsea Training Colleges. A knowledge of Dalcroze Eurhythmics desirable. Apply—HEAD MISTRESS, Mortimer House, Clifton, Bristol.

ST. GEORGE'S SCHOOL FOR

GIRLS (Incorporated), EDINBURGH.

Wanted, in May, ASSISTANT MISTRESS qualified to teach GEOGRAPHY throughout the School. Training essential. Salary £120 to £140. Apply, with copies of testimonials and full particulars, to the HEAD MISTRESS, Garscube Terrace, Edinburgh.

MISTRESS required. Junior Eng-

lish, Music. Art or Handwork an advantage. Salary according to qualifications and experience. Also MUSIC STUDENT. Preparation for Advanced Associated Board. Mutual terms. Apply immediately—RUDYARD, St. Austell.

QUEEN MARY'S HIGH SCHOOL

FOR GIRLS, WALSALL.—Required, for May, an ASSISTANT MISTRESS to take Drawing throughout the School. Training or experience essential. Will have charge of Form. Second subject, good French or English desirable. Non-resident. £100-£110. Apply—HEAD MISTRESS.

BARNSELY GIRLS' HIGH

SCHOOL.—Wanted, in May, an experienced MISTRESS for French. Degree and residence abroad essential. Salary according to qualifications and experience. Apply to the HEAD MISTRESS before March 10th.

SOUTH AFRICA.—Required, for

GIRLS' HIGH SCHOOL, RHODESIA, fully qualified MISTRESS for Physical Culture, Hygiene, Dancing, Games. Salary £210 non-resident, passage paid, three years' agreement.

Required, for GIRLS' HIGH SCHOOL AND TRAINING COLLEGE, CAPE PROVINCE, fully qualified PHYSICAL CULTURE MISTRESS. Salary £120 per annum, resident. Passage paid.

Apply—EDUCATION SECRETARY, 23 Army and Navy Mansions, Francis Street, Victoria Street, S.W.

THE ANGLO-FRENCH

SCHOLASTIC AGENCY, 26 PLACE TOLOZAN, LYONS, FRANCE, finds FOREIGN TEACHERS for SCHOOLS IN ENGLAND; finds situations for Teachers and Governesses on the Continent. Write for particulars of Qualified French Teachers. No charge to Principals.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the COMING TERM and the AUTUMN TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required in September for high-class Girls' Secondary School in the Midlands, to teach French (acquired abroad) and to offer as subsidiary subjects Needlework or Mathematics, and Scripture (undenominational). Would be a recommendation to take part in the Girls' Games. Degree or equivalent and experience in Secondary Girls' School essential. Salary offered £125 per annum non-res.—No. 3,498.

MISTRESS required, in September, for high-class Private Girls' School in North, to teach Latin, Mathematics, and History. Degree or equivalent essential. Salary offered £50 per annum res.—No. 3,533.

FORM MISTRESS required for important Girls' School within easy reach of London, to teach Geography and elementary Science. Good disciplinary essential. Previous School experience essential. Good salary will be given according to qualifications and experience res.—No. 3,415.

MISTRESS required for first-rate Co-educational School in the Midlands, to teach good Latin, French, and English. Would be a recommendation to offer elementary Mathematics, Singing, and Needlework. A lady is looked for who is a good disciplinarian and who has had good experience. Salary offered £140 per annum non-res.—No. 3,403.

MISTRESS required for first-rate Girls' School in London, to teach Literature and History. A good salary will be given res.—No. 3,467.

SENIOR MISTRESS required for high-class School near London, to teach Arithmetic, French, Latin, and Mathematics. Salary offered £60 per annum non-res.—No. 3,527.

TWO ASSISTANT MISTRESSES required for High-class Girls' School in the north-east, to teach Latin, History, English, and French. Salary offered £60 per annum res.—No. 3,512.

ASSISTANT MISTRESS required for first-grade School for Boys in the Midlands, to teach mainly in the Preparatory School. Fair Mathematics for Middle Forms also required. Salary offered £120 non-res.—No. 2,993.

FORM MISTRESS required for first-rate Girls' School on the South Coast, to teach good elementary Arithmetic, Geometry, Algebra, and Latin, with History, English, and some Games. Handwork would be a recommendation. Salary offered £70 res.—No. 3,401.

ASSISTANT MISTRESS required for Boys' Grammar School in the West of England, to teach English and Geography to Senior Locals standard. Good disciplinarian essential. Salary offered £120 non-res.—No. 3,398.

Classical Mistresses.

CLASSICAL MISTRESS required for large Girls' School in the North-east of England, to teach Latin, Greek, and some English. Salary offered £130 non-res.—No. 3,501.

ASSISTANT MISTRESS required for Preparatory School for Boys within easy reach of London, to teach Classics (Latin and some Greek) to the two upper classes, and, if possible, Geography. Salary offered £80 res.—No. 3,538.

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS required for Girls' Secondary School in the Midlands, to teach Mathematics, with Geography as subsidiary subject. Botany would be desirable. Salary offered £125 non-res.—No. 3,499.

ASSISTANT MISTRESS required for Endowed Boys' School, within easy reach of London, to teach Chemistry or Physics to Senior Locals, and Mathematics. Salary offered £80 to £100 res.—No. 3,525.

SCIENCE MISTRESS required for first-rate Girls' School in the East of England, to teach general elementary Science to the Junior Forms and Botany up to London Intermediate Arts, and to offer Mathematics as a subsidiary subject. Degree desirable, training or experience essential. Games would be a recommendation. Salary offered £120 to £140 non-res.—No. 3,517.

MATHEMATICAL MISTRESS required for high-class Secondary School for Boys and Girls in the South of England, to undertake to teach this subject throughout the School. Would be a recommendation to offer Geography on modern lines. Salary offered from £130, according to qualifications, non-res.—No. 3,491.

ASSISTANT MISTRESS required for Endowed Boys' School within easy reach of London, to teach Botany, together with fair Chemistry and Physics. It would be a recommendation to offer Geography on modern lines. Salary offered £130 to £160 non-res.—No. 3,447.

Kindergarten and Lower Form Mistresses.

GOVERNESS required for first-rate Boys' School within easy reach of London, to teach elementary English subjects, Latin, Arithmetic, and Music. A lady is looked for who has had previous School experience and who is an excellent disciplinarian. Salary offered £50 res.—No. 3,443.

ASSISTANT MISTRESS required for high-class Boys' School in the West of England, to teach Arithmetic and general work with Low Forms. Salary offered £120 to £150, according to qualifications, non-res.—No. 3,475.

MISTRESSES for high-class Preparatory School in the South-east of England, to teach elementary Latin, English, French, and Arithmetic to a class of the youngest Boys, and to offer, as subsidiary subject, Piano. Mistress appointed should have ability to play the Organ for Chapel services. Salary offered £40 to £45 res.—No. 3,479.

Modern Language and Foreign Mistresses.

MISTRESS required for Secondary School for Boys in the North-west of England, to teach French and German. Experience essential, and one of proved disciplinary powers. Salary offered £130 non-res.—No. 3,518.

MISTRESS required for Endowed Boys' School within easy reach of London, to teach French and possibly some German. Salary offered £70 to £80 res.—No. 3,524.

Modern Language and Foreign Mistresses—continued.

FRENCH MISTRESS required for important Girls' Boarding School in the North-east of England, to teach on the Direct Method in the Middle-school Forms. An experienced Mistress and good disciplinarian is looked for, and it is essential that the candidate should have a good accent. Salary offered not less than £60 res.—No. 2,796.

FRENCH MISTRESS required for first-rate Girls' School on the South Coast, to take entire charge of the French throughout the School. A lady is looked for who is a good disciplinarian and who has had previous experience in a good Boarding School. Salary offered £50 res.—No. 3,320.

Gymnastics and Games Mistresses.

GYMNASTIC MISTRESS required for high-class Private School in the North of England, to teach Swedish Drill and Remedial Gymnastics throughout the School, and to take Geography to Fourth Form standard and Needlework. It would be a recommendation if the candidate had some practical experience of Book-keeping or Accounts, or ability to look after the Stationery. Experience essential. Good salary will be given, res.—No. 3,000.

GYMNASTICS AND GAMES MISTRESS required for important Girls' School within easy reach of London. A lady is looked for who has had some experience in teaching. Remedial work and Massage are also necessary. Good salary will be given, according to qualifications and experience, res.—No. 3,414.

TRAINED AND CERTIFICATED GAMES AND GYMNASICS MISTRESS required for first-rate Girls' Private School on the South Coast, who will also be capable of teaching Dancing. A lady is looked for who has had previous experience in a good School. Salary offered £60 res.—No. 3,431.

Music and Art Mistresses.

JUNIOR MUSIC MISTRESS required for high-class School in the West of England. A lady is looked for who has studied Music seriously and is able to teach Theory. Would be a recommendation to offer Organ. Candidates must be members of the Church of England, and good disciplinarians. Salary offered £30 to £40 res.—No. 3,478.

MISTRESS required for high-class School in the North of England, to teach advanced Piano and Solo Singing. A lady is looked for who is thoroughly experienced, as there are two pupils preparing for the L.R.A.M. Salary offered £45 res.—No. 3,421.

MUSIC MISTRESS required for high-class Private School in the Midlands, who must be a performer as well as a teacher. Salary offered according to qualifications and experience.—No. 3,470.

Messrs. GABBITAS, THRING & Co. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

COVENTRY EDUCATION COMMITTEE.

BARR'S HILL SECONDARY SCHOOL.

Wanted. ASSISTANT MISTRESSES to commence duties in May, 1916. Candidates must possess a University Degree (or equivalent qualifications), and be fully qualified to teach Botany, Chemistry, and Physics. Training or good secondary experience desirable.

Commencing salary according to qualifications, but not less than £100 per annum, rising by annual increments of £5 (£10 in the case of Honours Graduates) to a maximum of £150.

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Secretary.

February 1st, 1916.

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THE object is stated only when this is not obvious from the title or not known by general repute. Then follow—(a) the membership total, (b) the yearly subscription, (c) the Society's organ, (d) the telegraphic address, (e) the telephone number, (f) the date and place of next annual meeting, (g) the secretary's name and office address.

The following no longer appears in the list—The Burgh and Parochial Schoolmasters' Association, which "ceased to exist December 15, 1915."

As noted last year, we have retained the address of the Charity Commission, in spite of the kindly hint of the Secretary that it "can hardly be called an 'Educational Association.' The jurisdiction of the Commissioners over educational charities was transferred to the Board of Education by the Board of Education Act, 1899, and the Orders in Council made thereunder."

Amongst additions may be noted: The Provisional Committee for the Development of Regional Survey, which is helping "to bridge the gap between the cloister of the school and the daily life of the community," and The Association of Teachers of Speech Training.

Several secretaries are "absent on War service," and the following societies are holding no meetings "during the War":—Association of Teachers of Mathematics for the South-East of England; Allgemeiner Deutscher Sprachverein.

The Board of Education Library is temporarily closed, but requests for books may be addressed to Mr. A. E. Twentyman (see entry). The Union of Private Governesses is waiving its entrance fee during the War. The Stansfeld Trust has suspended for the same period its useful work of issuing reports on Parliamentary Bills affecting women and children.

We have received notice of the death of Mr. H. M'Intosh, late Secretary of the Irish Schoolmasters' Association, but the name of his successor has not yet reached us.

The Federated Associations of London Non-Primary Teachers is dissolved. "The primary objects—formation of a Teachers' Register and the foundation by Government of a superannuation scheme—have been achieved."

We owe our best thanks to Secretaries for their promptitude in correcting slips. No reply came to hand from the Societies marked *.

Aberdeen County Schoolmasters' Association.

80. 1s. To promote interests of secondary education in rural districts. Mr. M. G. Gerrard, M.A., F.E.I.S., Bucksburn.

Academy, The British.

For the promotion of Historical, Philosophical, and Philological Science. Maximum number of Fellows, 100. (f) June or July, Burlington House, London, W. Prof. I. Gollancz, The British Academy, Burlington House, W.

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Agriculture, Scottish Teachers of, Incorporated Institute of.

250. 2s. 6d. (d) Sinton, Dalmeny. (f) September 21, 1916. Mr. J. Wilson Sinton, F.E.I.S., F.S.Sc. (Lond.), F.S.T.A., Dalmeny, Edinburgh.

Agriculture and Technical Instruction [Ireland], Department of.

(c) *Journal of the Department*. (d) Resources, Dublin. (e) Dublin 4324, 4325, and 4326. Mr. T. P. Gill, 4 Upper Merrion Street, Dublin.

Alliance Française pour la propagation de la langue française. 186 Boulevard Saint Germain, Paris.

Federation of British Branches. 200 societies affiliated. President, Prof. A. V. Salmon, 54 Western Elms Avenue, Reading. 6s. to 10s. (c) *Bulletin de l'Alliance Française*. (f) July, London. 39 Beesborough Gardens, S.W.

Animals, Royal Society for Prevention of Cruelty to.

(c) *The Animal World*. (d) Cruelty, Piccadilly, London. (e) Gerrard 5433. Mr. E. G. Fairholme, Chief Secretary, 105 Jermyn Street, S.W.

Anthropological Institute, Royal.

508. £2. 2s. Dr. H. S. Harrison and Mr. T. A. Joyce, M.A., 53 Great Russell Street, W.C.

Archæological Institute of Great Britain and Ireland, Royal.

550. £1. 1s. (c) *Archæological Journal*. Mr. G. D. Hardinge-Tyler, M.A., F.S.A., 19 Bloomsbury Square, W.C.

Aristotelian Society.

For the systematic study of Philosophy. 141. £1. 1s. (c) *Proceedings*. (f) July 3, 1916. Prof. G. Dawes Hicks, 22 Albemarle Street, London, W.

Army School Appointments.

Address—The Officer Adminstrating Army Schools, War Office, Whitehall, S.W.

Art for Schools Association.

700. Subscription £1. 1s. or 10s. 6d. (e) Central 723. (f) June 6, 1916, The Settlement. Miss M. L. Cooper, The Settlement, Tavistock Place, London, W.C.

Art Masters, The National Society of.*

380. £1. 1s. (c) *Own Journal*. (f) July–August 1914. Mr. Francis C. Ford, M.A., 12 Stanwick Road, West Kensington, W.

Arts, Royal Society of.

£2. 2s. The Society conducts annual examinations at about 500 centres in the United Kingdom in commercial subjects and music. There are also *viva voce* examinations in modern languages. (c) *Own Journal*. (d) Praxiteles Westrand, London. (e) Gerrard 5610. Sir H. Trueman Wood, 18 John Street, Adelphi, W.C.

Art Teachers' Guild.

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Biblical Archæology, Society of.

£1. 1s. Mr. W. L. Nash, F.S.A., 37 Great Russell Street, W.C.

Birmingham Council and Voluntary Schools Head Teachers' Association.

330. 5s. (c) *Head Teachers' Review*. (f) October 1916, at King Edward's School. Mr. J. G. Forrester, Tindal Street School, Balsall Heath, Birmingham.

Blind, Home Teaching Society for the.*

To give free instruction to the blind in the art of reading by touch, and to lend books in embossed types gratuitously. (f) March 23, 1915, at 25 Victoria Street, S.W. Miss M. A. Gilbert, 25 Victoria Street, S.W.

Blind, The London Society for Teaching and Training the. (Incorporated 1915.)

Education and training provided for 90 pupils. All subscriptions gratefully received. (e) Hampstead 5291. (f) June, at the School. Mr. J. M. Ritchie, M.A., School for the Blind, Swiss Cottage, N.W.

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- British Association for the Advancement of Science.**
7,500. Life members, £10; members, £2 first year, £1 succeeding years; associates for one meeting, £1. The Association meets (subject to confirmation) in Newcastle-on-Tyne in 1916, and at Bournemouth in 1917. (c) Annual Report. (d) Igdrasil Piccy, London. (e) Mayfair 2224. Mr. O. J. R. Howarth, Burlington House, W.
- British and Foreign School Society.**
Subscription, Life Governors, £10. 10s.; Annual Members, £1. 1s. (c) *Educational Record*. (e) Central 7969. (f) May 1916. Mr. W. Prydderch Williams, 114-116 Temple Chambers, Temple Avenue, E.C.
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- Catholic Schools Associations, Diocesan.**
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An inspecting and examining body for Welsh Intermediate Schools. (a) 82. (d) Canol, Cardiff. (e) Cardiff 4735 and 4736. (f) May 19, 1916, at Llandrindod Wells. Mr. I. Myrddin Evans, B.A., 54 Charles Street, Cardiff.
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- Church of England Sunday School Institute.**
(c) *Church Sunday School Magazine*. (d) Catechist, London. (e) Central 9272. (f) October 10, 1916, at Church House, Rev. H. Dawson, M.A., 13 Serjeants' Inn, Fleet Street, E.C.
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- Colonial Intelligence League for Educated Women.**
The maintenance of an Intelligence Office which shall estimate the demand for women's work in the Overseas Dominions, and bring it into relation with the supply in this country; the co-operation in the Dominions with representatives who investigate local openings and report on them; the establishment in the Dominions of settlements for women, where they can gain experience in local conditions; to bring before women and girls of the educated classes the opportunities for useful work in

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- County Councils Association, Education Committee of the. 120. (c) Own Official *Gazette and Education*. (d) Combined Vic, London. (e) Victoria 299. (f) February 1915. Mr. G. Montagu Harris, Caxton House, Tothill Street, Westminster, S.W.
- Cruelty to Children, National Society for Prevention of (Incorporated). (c) The *Child's Guardian*. (d) Childhood Westrand, London. (e) Gerrard 872. Mr. Robert J. Parr, Leicester Square, W.C. (Director).
- Dante Society.* 800. Chevalier Ricci, 38 Conduit Street, W.
- Deaf and Dumb, Association for the Oral Instruction of the.* Training College for Teachers of the Deaf and School for Deaf Children. (e) Museum 272. (f) July, Portman Rooms, Baker Street, W. Director, Mr. G. Sibley Haycock, 11 Fitzroy Square, W.
- Deaf, Teachers of, National Association, Scots-Irish Branch. 60. 6s. (c) *The Teacher of the Deaf*. (e) Langside 162. (f) March 4, at Deaf and Dumb Institution, Glasgow. Dr. J. Welsh, Institution for the Deaf and Dumb, Glasgow.
- Deaf, National Association of Teachers of. 387. 6s. (c) *Teacher of the Deaf*. (f) March 11 1916, at College of Preceptors. Mr. A. F. Boyer, School for the Deaf, Versailles Road, Anerley, S.E.
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- Edinburgh Provincial Committee for the Training of Teachers. (e) Central 5142. Mr. John King, M.A., B.Sc., Provincial Training Centre, Moray House, Edinburgh.
- Education, Society of. £1s. 1s.; if a member of an affiliated Society, 10s. 6d. Hon. Secretary, Dr. W. G. Sleight; Assistant Secretary, F. Fairman, 9 Brunswick Square, W.C.
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- Education Committees (England and Wales), Association of.* 208. 1 to 5 guineas. (c) *School Government Chronicle*. (e) Central Birmingham 5966 or Central Liverpool 1368. (f) June 3 and 4, 1915, in London. Joint Hon. Secretaries, Mr. W. Dawson Sadler, M.A., LL.D., 5 Waterloo Street, Birmingham, and Alderman F. J. Leslie, Union Court, Castle Street, Liverpool.
- Educational Handwork Association. 7,000. 2s. 6d. (c) *Educational Handwork*. (f) May 27, 1916, Sheffield. Mr. J. Spittle, 16 Cambridge Road, Huddersfield.
- Educational Handwork Association of Scotland. 2s. 6d. Edinburgh District: 60 members. (c) *Educational News*. Mr. Thomas Hay, Hillview, Duddingston, Midlothian. Glasgow District: Mr. Alexander Young, 38 Aberfeldy Street, Alexandra Park, Glasgow.
- Educational Institute of Scotland. 14,155. 3s. 6d. (c) *The Educational News*. (d) Institute, Edinburgh. (e) Central Edinburgh 5160. (f) Sept. 16, 1916, Edinburgh. Mr. Hugh Cameron, M.A., F.E.I.S., 34 North Bridge Street, Edinburgh.
- Educational Institutions, The Union of. (d) Educate, Dorridge. (e) Knowle 60. (f) October 1916, Birmingham. Mr. W. J. Harris, F.C.I.S., Arden Road, Dorridge, Birmingham.
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- Employment for Women, The, Society for Promoting (see under heading "Loan Funds").
- English Association, The.
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- Entomological Society of London. 610. £1. 1s. (e) Mayfair 1043. (f) January, 1917, at office. Rev. G. Wheeler, M.A., and Com. J. J. Walker, M.A., R.N., 11 Chandos Street, Cavendish Square, W.
- Esperanto Association, British (Incorporated).
For the propaganda of the International Language. 1,400. 5s. (c) *British Esperantist*. (d) Esperanto, Westcent, London. (e) Museum 617. (f) Whitsun 1916, Guildhall, York. Mr. H. Clegg, 17 Hart Street, London, W.C.
- Ethological Society.
A Society for the systematic study of human character. £1. 1s. (c) *The Ethological Journal*. (d) Psychiatrist, London. (e) Mayfair 2935. (f) June 1916, at Suffolk Street Galleries, Pall Mall. Mr. Frank E. Sargent, 57 Wimpole Street, London, W.
- Eugenic Club, The.* £1. 1s. Mr. W. A. Vaughan, 6 Hand Court, High Holborn, W.C.
- Eugenics Education Society. Ten Branches. 1,800. £1. 1s. and 5s. (c) *The Eugenics Review*. Mrs. Gatto, Kingsway House, Kingsway, W.C.
- Federal Council of Secondary School Associations. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C.
- Folk-Lore Society. 435. £1. 1s. (c) *Folk-Lore*; published quarterly. (d) 4 New Square, Lincoln's Inn, W.C. (e) Holborn 1414. (f) February. Mr. Frank A. Milne, 4 New Square, Lincoln's Inn, W.C.
- Francis Holland (Church of England) Schools. Miss M. Gray, Clarence Gate, N.W., and 39 Graham Street, Eaton Square, S.W.
- French Governesses in England, Association of.* 18 Lancaster Gate, Hyde Park, W. (c) Paddington 7161.

Friends' First-day School Association, The. (Founded 1847.)

To develop, organize, and assist Sunday schools connected with the Society of Friends and others, and to promote the cause of religious education in general. (c) *Teachers and Taught*. (e) City 8631. (f) March 25-26, 1916, Leeds. Mr. Frederic Taylor, 15 Devonshire Street, London, E.C.

Friends' Guild of Teachers.

260. Minimum 5s. (f) Twenty-second Annual Meeting, January 1917. Jane H. Williamson, Ackworth School, near Pontefract.

Froebel Educational Institute, The Incorporated.

(e) Hammersmith 1496. Mr. Arthur G. Symonds, M.A., Colet Gardens, Talgarth Road, West Kensington, W.

Froebel Society of Great Britain and Ireland. (Founded 1874.)

To assist in developing and making known the best methods of educating young children, and to provide a centre of help for those interested in the subject. With branches, over 2,900 members. Membership, including Lectures, 5s., and with Library or Teachers' Agency, 6s. (c) *Child Life*. (e) Museum 615. (f) End of March 1916, at College of Preceptors. Miss L. C. Courtenay, 4 Bloomsbury Square, W.C.

Froebel Union, National.

Examinations for Teachers of children under fourteen. (e) Gerard 7878. Miss Maclean, Norwich House, Southampton Street, Bloomsbury, W.C.

Gaelic League, The.

For the preservation and extension of the Irish language. Number of Branches, 1,000. Yearly subscription, varies from 1s. to 5s. or 6s. in different Branches. (c) *An Claidheamh Solais*. (d) Gaedilg, Dublin. (e) 581. (f) August 6-12, 1916, in Waterford. Seaghan T. O Ceallaigh, 25 Parnell Square, Dublin.

Garton Foundation.

To promote the study of International Polity. (d) Gartofound, London. (e) City 8805. Major the Hon. Maurice V. Brett, M.V.O., Whitehall House, Whitehall, S.W.

Genealogical and Biographical Society.*

Chevalier Ricci, 38 Conduit Street, W.

Geographical Association.

To improve the teaching of geography. 1,100. 5s. (c) *Geographical Teacher*. (f) January 1917. For particulars and advantages of membership apply to Hon. Secretary, 40 Broad Street, Oxford.

Geographical Society, Royal.

5,300. £5 entrance fee, £3 subscription. (c) *Geographical Journal*. (e) Kensington 2648. (f) May 22, 1916, in the Theatre, Burlington Gardens. Mr. Arthur R. Hinks, F.R.S., Kensington Gore, S.W.

Gilchrist Educational Trust.

Dr. A. H. Fison, 1 Plowden Buildings, Temple, E.C.

Girls' Public Day School Trust, Limited (25 Schools).

Mr. A. Maclean, Broadway Court, Westminster.

Governesses' Benevolent Institution (Incorporated by Royal Charter).

Home for the Disengaged and Free Registration Office: 47 Harley Street, W. Furneaux Holiday House: Fairmount, Shanklin. Home for the Aged: Chislehurst, Kent. (e) Regent 1549. (f) May 5, 1916, at Criterion Restaurant, Piccadilly. Secretary and Office: Mr. A. Wesley Dennis, Walter House, Strand, W.C.

Governesses' Benevolent Institution, Liverpool.

(f) February 18, Town Hall, Liverpool. Assistant Secretary, Miss V. Roxburgh, 18 Slater Street, Liverpool.

Governesses' Benevolent Society of Scotland.

Provident fund. Grants, Annuities, &c.; also residence and registry for governesses. Lady Superintendent, Residence and Registry, Miss Ross, 10 Gloucester Place, Edinburgh. Secretary and Treasurer, Mr. C. E. W. Macpherson, C.A., 6 North St. David Street, Edinburgh.

Graduates in Music, Union of, Incorporated.

To protect the status of holders of *bona-fide* Degrees in Music. 720. 3s. 6d. Mr. E. F. Horner, Mus.Doc., F.R.C.O., c.o. of University of London.

Guild of Graduates, University of Wales.

Prof. W. Jenkyn Jones, M.A., University College, Aberystwyth.

Guild of Advance for Teachers and Parents.*

To hasten advance in educational practice and administration by co-operation of the more serious-minded and enthusiastic amongst those engaged in rearing and training children. 10s. 6d.; or, for those who will agree to engage in some definite progressive experimental work in connexion with the Guild, 1s. Miss F. V. Creaton, Penrith New School, Long Lane, Finchley, N.

Guild of the Epiphany, The.

To unite in a common bond of fellowship and prayer those women, communicant members of the Church of England, who

desire to consecrate to God's glory their gifts of higher education and their special office of teachers. Between 700 and 800. 2s. 6d. (c) *The Flying Leaf*. (e) Burgh Heath 117. (f) January 1917, St. Paul's Cathedral. Mrs. R. Vaughan Johnson, Wimseyes, Banstead, Surrey.

Gymnastic Teachers' Institute, The Incorporated.

An Examining Body of Teachers of Physical Training. Membership consists of Fellows, Members, and Associates, obtainable by examination only, in the British and Swedish systems of Gymnastics, and in Fencing. Examinations are also held for the Elementary School Teachers' Certificate for Physical Training. The examinations are held in February, May, October, and December. Mr. T. Williams, 25 Chalcraft Road, Lee, S.E.

"Hands across the Seas."

A Movement of Empire and Education, under the auspices of the Government of the Dominion of Canada, the Government of Newfoundland, and the Departments of Education of Manitoba, British Columbia, Nova Scotia, Saskatchewan, Alberta, Quebec, New Brunswick, Ontario, Natal, Victoria, Western Australia, New South Wales. Miss C. Hendry, 187 Herkimer Street, Hamilton, Ontario.

Head Masters' Conference.

The object of the Conference is the discussion of educational questions which affect such schools as are in close connexion with the Universities of Oxford and Cambridge. 115. £2. 2s. (c) *Own Bulletin*. (d) 52 Temple. (e) Central 251. (f) December 1916. Mr. W.A. Bulkeley-Evans, 12 King's Bench Walk, Temple, E.C.

Head Masters, Incorporated Association of.

To take united action on part of head masters of public secondary schools. 1,000. £1. 1s. (c) *Own Review*. (e) City 8384. (f) January 1917. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C.

Head Masters of the Endowed Schools in the Midland Counties, Association of the.

90. 10s. on entrance. (d) 34 Bunbury Road, King's Norton. (f) March 4, 1916, Birmingham. Mr. Rupert Deakin, 34 Bunbury Road, King's Norton.

Head Mistresses' Association (Incorporated).

£1. 5s. country, £1. 10s. London, members. Correspondents in the Colonies, India, and the Dependencies, 10s. Conference in June. (e) Holborn 237. (f) June 3, 1916, Wycombe Abbey, Bucks. Miss R. Young, 61 Great Ormond Street, W.C.

Head Mistresses' Association, The Yorkshire.

[Senior Mistresses of mixed schools under a head master are also eligible for membership.] 50. 2s. Miss F. M. Nodes, Municipal High School, Doncaster.

Head Mistresses of Public Secondary Schools in the Administrative County of London, Conference of.

2s. 6d. Miss Mary Hanbidge, M.A., Central Foundation School, Spital Square, E.

Head Teachers, National Association of.

(c) *Head Teachers' Review*. (f) June 22-23, 1916, place not yet fixed. Mr. J. E. Doherty, 25 Queen's Road, Jesmond, Newcastle-on-Tyne.

Historical Association, The.

1,100. 5s. (f) January 1917. Miss M. B. Curran, 22 Russell Square, W.C.

Historical Association of Scotland.

500. 5s. (f) November 1916, Aberdeen. Mr. William C. A. Ross, Royal High School, Edinburgh.

Historical Society, Royal.

£2. 2s. (c) *Own Transactions* and Camden Society Publications. (f) February 1917. Mr. H. E. Malden, M.A., 22 Russell Square, W.C.

Historical Teaching Fund, Advanced.

Mr. H. R. Tedder, Athenæum Club, Pall Mall, S.W.

Home and Colonial School Society.

Principal, Rev. D. J. Thomas, M.A., J.P. Hon. Sec., Rev. Prebendary Sanders, M.A., Wood Green, N.

Home for French Governesses.

(c) Paddington 7161. Mme H. Bertot, Directrice, 18 Lancaster Gate, Hyde Park, W.

Home Music-study Union.

To encourage the systematic study of music from the listener's standpoint. By subscription to the Union's organ, *The Music Student*, 5s. 6d. Mr. Percy A. Scholes, Mus.B., A.R.C.M., Fulwood House, Fulwood Place, High Holborn, W.C.

Home-Reading Union, National.

To guide readers of all ages in the choice and use of books, &c. From 1s. upwards. (c) *The Home-Reading Magazine*. (e) Regent 1598. Miss Jeanie I. Swanson, 12 York Buildings, Adelphi, W.C.

Humanitarian League.

2s. 6d. minimum. (c) *The Humanitarian*. Secretary, Miss K. Whitaker, 53 Chancery Lane, W.C.

Hygiene, Incorporated Institute of.

(d) Saluminate, London. (e) Paddington 3707. (f) March 1916, at Buildings. Mr. H. B. Trotter, 33 and 34 Devonshire Street, Harley Street, W.

Intermediate Education Board for Ireland.

(d) Intermediate, Dublin. (e) Dublin 1533. Address—The Assistant Commissioners of Intermediate Education, 1 Hume Street, Dublin.

International Council of Women.*

The members of Committee are representatives from twenty different countries, in which there are National Councils of Women, and the annual reports of the Education Committee are combined reports, dealing with the conditions in each of these countries and the progress made during the year in the various departments of education. Special reports are published from time to time by the Education Committee—e.g. on "Juvenile Delinquency: its Causes and Methods of Prevention and Correction" (published 1914, price 6d. and postage). Convener of Education Committee, Mrs. Ogilvie Gordon, D.Sc., Ph.D., F.L.S., 1 Rubislaw Terrace, Aberdeen.

International Guild.

6 Rue de la Sorbonne, Paris.

International Travel and Educational Association.*

(d) Intertrav, London. (e) City 1036. Mr. E. P. Gaston, F.R.G.S., 134 Salisbury Square, Ludgate Circus, London, E.C.

Irish Association of Women Graduates and Candidate-Graduates.

Miss S. Walker, B.A., 12 Earlsfort Terrace, Dublin.

Irish National Teachers' Association.*

Mr. Michael Doyle, Ballymote, Co. Sligo.

Irish Schoolmistresses, Central Association of.

70. 5s. (e) Rathmines, Dublin, 119. (f) January 1917, Alexandra College, Dublin. Miss Rowlette, B.A., Kilronan, Clonskeagh, Dublin.

Irish Technical Instruction Association.

To take concerted action with regard to legislation, educational programs, development of technical instruction, forwarding the industrial movement, &c. 68 Committees; about 1,400 members. Assistant Secretary, Mr. P. J. O'Neill, Courthouse, Maryborough.

Joint Agency for Women Teachers.

Registry for Teachers. Managed by Committee appointed by Teachers' Guild, College of Preceptors, Association of Head Mistresses, Association of Assistant Mistresses, and Welsh County Schools Association. (d) Docentia, Westcent London. (e) Museum 729. Registrar, Miss Alice M. Fountain, Oakley House, Bloomsbury Street, W.C.

Joint Scholarships Board, The.

To conduct examinations for Scholarships offered by C.C.'s, Trusts, and Schools. (e) City 8384. (f) February 1917. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C.

Joint Scholastic Agency, The.

The Head Masters' Conference, Incorporated Association of Head Masters, College of Preceptors, Teachers' Guild, Assistant Masters' Association, Welsh County Schools Association, Association of Technical Institutions, Association of Head Masters of Preparatory Schools are represented on the Committee. The registration fee has now been abolished. (d) Educatorio, Westcent, London. (e) City 2257. (f) May 16, 1916, at the College of Preceptors. Registrar, Mr. E. A. Virgo, 23 Southampton Street, Bloomsbury Square, London, W.C.

King Alfred School Society, The.

£1. 1s. (c) Own *Magazine*. (f) November 1916, at office. Mrs. N. Spiller, 24 Ellerdale Road, Hampstead, N.W.

Latin Teaching, Association for the Reform of.*

130. 5s. Mr. W. L. Paine, 26 Sydenham Road, Croydon.

L.C.C. Women Teachers' Union.

Equal pay for men and women teachers of the same professional status. Earlier optional retirement, with adequate pensions. No increase in the number of combined and mixed schools. Full rights of citizenship for women teachers. Security of tenure for married mistresses so long as efficient service is rendered. Equality of treatment for married and unmarried mistresses in respect of sick pay and leave of absence. No compulsory terminal promotions. Miss G. E. Johnson, L.C.C. School, Creed Place, East Greenwich, S.E.

League of the Empire.

Imperial co-operation in education and other matters. Affiliated schools in different countries of the Empire. Councillors' subscription, £1. 1s.; members', 5s. Its scheme for the migration of teachers for purposes of study is in operation. Imperial Union of Teachers (inaugurated 1913) meets annually in London. Interim Conference in London, July 1916. Central clubrooms recently opened. (d) Empirica, Sowest London.

(e) Victoria 3094. Particulars of subscription sent on application to Mrs. Ord Marshall, Central Offices, 28 Buckingham Gate, Westminster, S.W.

Ling Association of Trained Teachers of Swedish Gymnastics.

To band together Teachers of Swedish Gymnastics; to obtain ultimately a registered list of duly qualified Remedial and Educational Gymnastic Teachers; to hold examinations for Swedish Gymnastic Teachers' Diploma; to arrange holiday courses and meetings; to publish a list of vacant posts. 300. 10s. (c) Own *Leaflet*. Miss Hankinson, 67 Shaftesbury Road, Crouch Hill, N.

Literary Fund, Royal.

For the temporary assistance of Authors and their families who are in want or distress. £1. 1s. or upwards annually, or £10. 10s. in one sum. (e) Victoria 1164. (f) March (Offices of the Fund). Mr. A. Llewelyn Roberts, B.A. Oxon., 40 Denison House, 296 Vauxhall Bridge Road, S.W.

Literature, Royal Society of.

Number of ordinary subscribing Fellows limited to 200. Entrance Fee, £3. 3s.; subscriptions, £2. 2s. (f) May 24, 1916, at office. Mr. Percy W. Ames, LL.D., F.S.A., 2 Bloomsbury Square, W.C.

Liverpool Council of Education.

For the promotion and encouragement of education. Founded 1874. 130. £1. 1s. (Life member £21). (c) *Scheme of Scholarships* and Annual Report. (e) Central 6416. (f) March 1916, at Town Hall, Liverpool. The Rev. Canon H. Gibson Smith, 14 Sir Thomas Street, Liverpool.

Loan Funds.—The Pfeiffer Fund, The Caroline Ashurst Biggs Memorial Loan Fund, The Helen Blackburn Memorial Loan Fund, the Mrs. Haweis Memorial Loan Fund, the Louisa Lady Goldsmid Loan Fund, and the Educated Women Workers' and Harker-Smith Loan Training Fund.

All these funds are to help students in paying fees for professional or technical training. Society for promoting the employment of Women. (e) Museum 1659. Vice-Chairman, Mrs. S. Spring Rice. Hon. Secretary, Mrs. Hoster. Secretary, Miss E. Hare, 23 Berners Street, Oxford Street, W.

London Chamber of Commerce, The (Incorporated), Oxford Court and 97 Cannon Street, E.C.

(c) Own *Journal*. (d) Convention, Cannon, London. (e) City, 7554-5-6. (f) April 27, 1916, at office. Mr. Charles E. Musgrave (Secretary); Mr. Christopher E. Town, F.A.A. (Assistant Secretary of the Chamber and Secretary for Commercial Education).

London Head Teachers' Association.

1250. 7s. 6d. Head-quarters, St. Bride Foundation Institute, Bride Lane, Fleet Street, E.C. (c) *Head Teachers' Review*. (f) December 14, 1916, at St. Bride Foundation Institute, Bride Lane, Fleet Street, E.C. Mr. W. Orchard, 20 Busby Place, Camden Road, N.W.

London Teachers' Association.

20,500. 5s. (c) *London Teacher*. (e) Central 897 and City 5884. (f) October 1916, London. Mr. T. Gautrey, L.C.C., 9 Fleet Street, E.C.

Manual Training Teachers, National Association of.

To promote educational handwork and the professional interests of its members. 1,000. 4s. (c) *Manual Training*. (f) April 25th, 1916, Maidstone. Mr. E. Lineham, 258 Laburnum Grove, North End, Portsmouth.

Mathematical Association.

Members and Associates, 900. 10s. (Life subscription, 7 gns.) (c) *Mathematical Gazette*. (e) 361 Chiswick. (f) January 1917. Mr. C. Pendlebury, 39 Brandenburgh Road, Chiswick, W.; and Miss M. Punnett, The London Day Training College, Southampton Row, W.C.

Mathematics, Association of Teachers of [for S.E. of England].

70. 5s. To promote interchange of ideas amongst the Teachers of Mathematics in schools of every type. (c) Own *Journal*. Joint Hon. Secs.: Mr. H. R. Brooke, Tonbridge School; Mr. P. W. A. Wilson, Simon Langton's School, Canterbury.

Mathematical Society, London.

299; numbers limited to 350. £1. 1s., entrance fee £1. 1s. (c) *Proceedings of the London Mathematical Society*. (f) November, 1916. Dr. T. J. I'A. Bromwich, 1 Selwyn Gardens, Cambridge; Mr. G. T. Bennett, Emmanuel College, Cambridge. Office: 22 Albemarle Street, W.

Medical Education and Registration, General Council of.

(c) Medical and Dental Students' Registration regulations. (a) Genmedicum Eusroad, London. (e) Mayfair 645. (f) May 23, at office. Mr. Norman C. King, Registrar, 44 Holland Street, W.

Medical Officers of Health, Society of (Incorporated).

1,150. £1. 1s. (c) *Public Health*. (d) Epidaurus Grenville, London. (e) 1815 Museum. (f) June 1915; London, Oct. 1915. Hon. Secretaries, Joseph Priestley, M.D., D.P.H., and

- T. W. Naylow Barlow, M.R.C.S., D.P.H.; Secretary, Wm. A. Lawton, 1 Upper Montague Street, Bloomsbury, W.C.
- Medical Officers of Schools Association.**
250. 10s. 6d. (c) *School Hygiene*. (f) London, November. Dr. W. Attlee, Mr. R. C. Elmslie, M.S., Dr. Chaikin, 11 Chandos Street, Cavendish Square, W.
- Microscopical Society, Royal.**
Fellows: 398 Ordinary, 30 Honorary, and 81 *ex officio*. Admission fee, 2 guineas; annual subscription, 2 guineas. (c) *Own Journal*. (f) Third Wednesday in January. Secretaries: J. W. H. Eyre, M.D., F.R.S.E.; Mr. D. J. Scourfield, F.Z.S. Assistant Secretary: A. E. Bull, 20 Hanover Square, W.
- Ministering Children's League.**
To promote kindness, unselfishness, and the habit of usefulness amongst children. 40,000. Nil. The Countess of Meath, Foundress. (c) *M. C. L. Magazine*. (f) July 8, 1916, 4 p.m., 83 Lancaster Gate, W. Organizing Secretary, Mrs. Arthur Phillip, 83 Lancaster Gate, W.
- Modern Language Association.**
1,120. 7s. 6d. (c) *Modern Language Teaching*. (f) January 1917. Mr. G. F. Bridge, 7 South Hill Mansions, Hampstead, N.W.
- Modern Languages Association, Scottish.**
175. 3s. 6d.; ladies, 2s. 6d. (c) *Secondary Schools Journal*. Mr. C. D. Campbell, F.R.S.E., 109 Princes Street, Edinburgh.
- Montessori Society, The.**
To forward and promote the utilization of Dr. Montessori's work. 2s. 6d. (non-teachers, 10s.). (c) Issues pamphlets and arranges lectures. (f) January 1917. Miss Rennie, Sway, Brockenhurst, Hants.
- Moral Education League.**
To urge the introduction of systematic Moral and Civic Instruction into all schools, and to make the formation of character the chief aim in education. 600. £1. 1s., 10s. 6d., and 5s. (f) Jan. or Feb. 1917, London. Secretary, Mr. Alexander Farquharson, 6 York Buildings, Adelphi, W.C.
- Music, Directors of, in Secondary Schools, Union of.**
Advancement of Music in Secondary School for Boys. 100. 3s. 6d. (f) January. Rev. Dr. Rowton, Wicken, Newport, Essex.
- Music, Girls' School Music Union.**
The Improvement of Musical Education in Secondary Schools for Girls. 400. 3s. 6d. Miss Home, Kensington High School, St. Alban's Road, Kensington.
- Music Teachers' Association.**
To promote progressive ideas in Music Teaching. 900. 5s. (c) *Music Student*. (e) Hornsey 1744. (f) October 1916, London. Mr. A. J. Hadrill, 10 Gladsmuir Road, Whitehall Park, N.
- Musical and Dramatic Association, Schools.**
To promote study and enjoyment by school children of good musical and dramatic works. 250. 2s. 6d. Mr. G. A. Bond, The Nook, Hamstel Lane, Southend-on-Sea.
- National Education Association.**
To promote and defend the principles of National Education—efficient, progressive, free, unsectarian, and under popular control. (d) Anew Vic, London. Mr. A. J. Mundella, Caxton House, Westminster, S.W.
- National League of Workers with Boys.***
10s. 6d. Mr. J. Howard Whitehouse, M.P., House of Commons.
- National School Teachers' Superannuation Office [Ireland].**
Superintendent, Mr. M. F. Headlam, Dublin Castle.
- National Society for the Education of the Poor in the Principles of the Established Church.**
Mr. Talbot Baines, 19 Great Peter Street, Westminster, S.W.
- National Union of Teachers.**
Over 93,000. 12s., plus local subscription. (c) *Schoolmaster*. (d) Curriculum Eusquare, London. (e) Museum 1570 and 1571. (f) Easter 1917, Blackpool. Sir James Voxall, M.A., M.P., Hamilton House, Mabledon Place, Euston Road, W.C.
- Needlework, &c. London Institute for the Advancement of Plain Needlework.**
An examining body which grants certificates and diplomas for Teachers in Needlework and Dressmaking, and also examines the work of High, Secondary, Convent, and other Schools. Secretary, Miss Cutler, 92 Victoria Street, Westminster, S.W.
- Non-Collegiate Certificated Teachers, The National Association of.**
To eliminate all distinctions between Certificated Teachers. (c) *The Non-Collegian* (Quarterly Edition). (f) Blackpool 1916. Mr. E. E. Boulter, 49 Allison Road, Hornsey, N.
- North of England Education Conference.***
Mr. F. J. Plant, Blackpool.
- Oxford, Association for Promoting the Education of Women in.**
Miss Rogers, Clarendon Building, Broad Street, Oxford.
- Oxford and Cambridge Schools Examination Board.**
Mr. T. G. Bedford, 61A St. Andrews Street, Cambridge.
Mr. P. E. Matheson and Mr. A. W. Pickard-Cambridge, Balliol College, Oxford.
- Oxford Home-Students, The Society of.**
A Society of Women Students (not residing in a College or Hall) which has been formally recognized by the University of Oxford. It contains over sixty students. Terminal fee, £1. 1s.; registration, 2s. 6d. The governing body is appointed by the Delegacy for Women Students. Chairman, Prof. Geldart, All Souls College; Hon. Sec., Miss Rogers, 39 Museum Road; Principal of the Society, Mrs. A. H. Johnson, 5 South Parks Road; Secretary to the Principal, Miss R. F. Butler, 14 Norham Gardens, Oxford. Tutors: Miss M. T. Atchison, Miss C. V. Butler, Economics; Miss R. F. Butler, Modern History; Miss M. L. Lee, English; Miss N. MacMunn, Geography; Miss E. Paxton, German. Hostel for Roman Catholic "Home-Students," St. Frideswide's, Cherwell Edge.
- Parents' National Educational Union.**
To assist parents and teachers in the work of education. 10s. (c) *Parents' Review*. (e) Victoria 479. (f) July, Bedford College, Regent's Park, N.W. Miss E. A. Parish, 26 Victoria Street, S.W.
- Phonétique Internationale, Association.**
To promote the scientific and practical study of Phonetics. 1,500. Membre adhérent 3 fr. 50, membre actif 6 fr. (c) *Le Maître Phonétique*. Mr. Daniel Jones, University College, London, W.C.
- Photographic Society, Royal.**
900. 1 guinea. (c) *Photographic Journal*. (e) Museum 411. (f) Second Tuesday in February. Mr. J. McIntosh, 35 Russell Square, W.C.
- Physical Education and Improvement (Incorporated), National League for.**
With which is amalgamated the Mansion House Council on Health and Housing. The Association of Infant Welfare and Maternity Centres is one of its departments. To stimulate public interest in the physical condition of the people throughout the Kingdom; to establish close association and centralization of all societies and individuals trying to combat such influences as tend to produce national physical deterioration; to aid existing organizations; to start organizations for physical health and well-being wherever none exist. 200 societies, 500 individuals. 5s. and £1. 1s. (c) *National Health*. (e) Museum 3247. (f) December 1916, London. Miss J. Halford, 4 Tavistock Square, W.C.
- Physical Education, The Incorporated British College of.**
Founded 1891. Holds Examinations (thrice annually) for Membership, Licentiate, and Teachers' Drill Certificate. Mr. Frank H. Gelling, 5 & 7 Johnson Street, Notting Hill Gate, W.
- Poetry Society, The.***
To promote a more general appreciation of poetry. 800. 7s. 6d. (c) *Poetry Review*. (c) Holborn 2188. Miss V. E. James, 16 Featherstone Buildings, Holborn, W.C.
- Preparatory Schools, Association of.**
About 500. £1. 5s. (c) *Preparatory Schools Review*. (e) Hampstead 7542. (f) December 1916. Mr. F. Ritchie, 156 Sutherland Avenue, W.
- Private Governesses, The Union of.**
To promote efficiency and encourage a spirit of mutual help and comradeship; to form a Loan Fund for the assistance of members; to maintain a Social Centre; to advocate the use of the Free Registration Bureau, 47 Harley Street, W. Entrance fee, 10s. 6d., suspended owing to the War; subscription, 5s. (c) *Women's Employment*. Miss M. G. Alexander, 47 Harley Street, W.
- Private Schools Association.**
£1. 1s. (c) *Secondary Education*. (c) Battersea 1788. (f) January 1917. Chairman, Mr. S. Maxwell, M.A., LL.B., Manor House School, Clapham, S.W.
- Professeurs de Français en Angleterre, Société Nationale des.**
350. 10s. 6d. (c) *Le Français*. Monsieur S. Barlet, 7 Red Lion Square, W.C.
- Protestant National Teachers' Union, Irish.**
To obtain reasonable security of tenure for Protestant teachers and to assist those who are unjustly dismissed. To Central Funds, 1s. (c) *The Irish Protestant National Teachers' Annual*. (d) M'Loughlin, Clandeboy. (f) Third Saturday in June, Belfast. Mr. I. M'Loughlin, B.A., Clandeboy, Belfast.
- Protestant Schools in Ireland, The Incorporated Society for Promoting.**
(c) Dublin 2530. Rev. Robert Miller, Commissioner of National Education, 48 Kildare Street, Dublin.
- Pupil-Teachers' Central Classes, Federation of Teachers in.**
A Federation of Teachers interested in the education and training of Pupil-Teachers, Bursars, Student-Teachers, and intending Teachers generally. (f) December 1916. Mr. G. M. Handley, B.A., Secondary School, Oldham.

- Pupil-Teachers' University Scholarship Committee, Drapers' Hall, E.C.**
Makes grants towards University Education from funds provided by the Drapers' Company. The Committee offers to Students entering either of the University Training Colleges for Teachers (Oxford or Cambridge) six scholarships of £25 a year for three years. An examination is held early in October for candidates entering the University in October of the following year. Mr. A. E. Dice, M.A., 23 West Hill, Sydenham, S.E.
- Regional Survey, The Provisional Committee for the Development of.**
To initiate the study of the region and community by the formation of local survey societies and regional museums, and the initiation of tree planting, play centres, city gardens, &c. To influence the teaching of a synthesis, and not only an analysis, of human knowledge by encouraging the study of the environment of the pupil from as many standpoints as possible. (f) Easter Meeting, April 22-29, at Ludlow. Mr. George Morris, Friends' School, Saffron Walden.
- Representative Managers, The, of L.C.C. Elementary Schools.**
350. 3s. (c) *School Child*. (e) Loughton 72. (f) At L.C.C. Council Chamber, Spring Gardens. Mr. H. W. Pyddoke, Oxhill, Loughton.
- Roman Studies, Society for the Promotion of.**
800. £1. 1s. (c) *The Journal of Roman Studies*. Mr. G. D. Hardinge-Tyler, M.A., F.S.A., 19 Bloomsbury Square, W.C.
- Royal Institution of Great Britain.**
(c) *Own Proceedings*. (e) Regent 669. Colonel Edmond H. Hills, C.M.G., R.E., D.Sc., F.R.S., 21 Albemarle Street, W.
- Royal Society.**
For the promotion of Natural Knowledge. About 450. £3. (c) *Philosophical Transactions and Proceedings*. (d) Royal Society, London. (e) Mayfair 905. (f) November 30. President, Sir Joseph Thomson, O.M.; Treasurer, Sir Alfred Kempe; Secretaries, Prof. Arthur Schuster and Mr. W. B. Hardy; Foreign Secretary, Dr. Dukinfield H. Scott; Assistant Secretary, Mr. R. W. F. Harrison, Burlington House, W.
- Rural Schools, Association for Securing Higher Instruction in.**
300. 2s. 6d. Prof. J. Harrower, LL.D., 50 College Bounds, Old Aberdeen.
- Sanitary Institute, Royal.**
Holds examinations in school hygiene, including elementary physiology, for Health Visitors and School Nurses, and in other subjects. 4,500. Members, £2. 2s.; Associates, £1. 1s. (c) *Own Journal*. (d) Sanitate, Churton, London. (e) Victoria 3739. Mr. E. White Wallis, 90 Buckingham Palace Road, London, S.W.
- Scholars' International Correspondence. In connexion with Modern Language Association (France only).**
To promote the study of Languages by means of International correspondence. Miss Allpress, Berkhamsted School, Herts. [The Secretary "cannot undertake to find correspondents for stray individuals not connected with schools."]
- School Attendance Officers' National Association.**
870. 3s. (f) Easter 1916, Coventry (no Conference this year owing to the War). Mr. S. J. Brown, 139 Chadwick Road, Peckham, London, S.E.
- School Boards Association, Scottish.**
240. 12s. 6d. to £3. 3s. (d) Cuthbert, Solicitor, Alloa. (e) Alloa 38. Mr. James Cuthbert, Mar Street, Alloa, N.B.
- School Board Clerks and Treasurers, Scotland, Association of.**
5s. (e) Central 1768. (f) October 1916. Mr. W. Higgins, Writer, 21 West Nile Street, Glasgow.
- School Dentists' Society, The.**
Mutual Assistance in promoting School Dentistry. 5s. (e) Watford 27. (f) Meetings held about four times a year. Mr. William Fisk, Street Lodge, Essex Road, Watford, Herts.
- School Journey Association. (Founded 1911.)**
To advocate the school journey as a desirable factor in the education of the child. 300. 2s. Mr. Harry W. Barter, 51 Elm Grove, Peckham, S.E.
- Schoolmasters' Association (Ireland).**
Mr.
- Schoolmasters, Society of.**
A charitable society for relief of necessitous secondary teachers and their families. 400. 10s. 6d. ann., or £5. 5s. in one sum. Mr. A. Llewelyn Roberts, B.A. Oxon., Royal Literary Fund Chambers, 40 Denison House, 296 Vauxhall Bridge Road, S.W.
- Schoolmasters' Widows' Fund.**
(d) St. Bathans, Edinburgh. (e) 3411. (f) September 15, 1916. "Third Friday in September," 58 Frederick Street, Edinburgh. Mr. John Ewart, W.S., 58 Frederick Street, Edinburgh.
- School Nature Study Union.**
1,550 (excluding those enlisted). 2s. 6d. (c) *School Nature Study*. Mr. H. E. Turner, 1 Grosvenor Park, Camberwell, S.E.
- Schools' Mutual Aid Society.**
To promote friendly relations and correspondence in connexion with Nature Study between town and country schools. 400.
- (c) *The Countryside Leaflet*. (e) 81 Kenilworth. Hon. M. Cordelia Leigh, Stoneleigh Abbey, Kenilworth, and Miss O. L. Cobb, 40 Redlands Road, Reading.
- Science Masters, Association of Public-School.***
295. 5s. (d) Berridge, Malvern. (e) Malvern 289. (f) Easter 1915, London. Mr. Douglas Berridge, Malvern, and Mr. C. L. Bryant, Harrow.
- Science Teachers, Association of.**
Lecturers in Science in colleges and science teachers in schools are eligible for membership. 150. 5s. London. Miss R. Stern, B.Sc., North London Collegiate School, London, N.W.
- Scripture Teaching in Secondary Schools, Conference on, to discuss the best methods of constructive Bible Teaching in the light of Modern Scholarship.**
5s. The Conference has met in 1912 and in 1913 and hopes to meet for the fourth time in 1917. Mr. N. P. Wood, 66 Hadham Road, Bishop's Stortford.
- Scotch Education Department, Dover House, Whitehall, London, S.W.; and 14 Queen Street, Edinburgh.**
(e) Victoria 3771. Secretary, Sir John Struthers, K.C.B., LL.D.; Assistant Secretaries: Mr. G. Macdonald, C.B., F.B.A., LL.D. (in Edinburgh), and Mr. G. W. Alexander.
- Scottish Class-Teachers' Federation.**
To study educational problems and advance the professional interests of its members. 11,000. 1s. 6d. Mr. Alexander Sive-wright, M.A., 97 Willowbrae Avenue, Edinburgh.
- Secondary Education Association, The, of Scotland.**
Interests of Secondary Education in Scotland, including interests of teachers in the Secondary Schools. 1,600. 3s. 6d. *Secondary School Journal*. (d) High School Peebles. November 1916, Aberdeen. Mr. G. C. Pringle, M.A., Rector, High School, Peebles.
- Secondary-school Boys' Camp.***
Open to all public- and secondary-school boys. Mr. J. Howard Whitehouse, M.P., House of Commons.
- Secondary, Technical, and University Teachers' Insurance Society.**
State Section under the Act; Dividend Section for larger benefits. 10,800. Mr. C. J. Mills, A.F.I., 10 Mecklenburgh Square, W.C.
- Secondary School Associations, The Federal Council of.**
(e) City 8384. Mr. H. Bendall, 37 Norfolk Street, Strand, London, W.C.
- Secondary Schools Association.**
Consists of Governors, Trustees, &c., of Secondary Schools. Governing Bodies and Associates, £1; Individual Members, 10s. Mr. Ralph S. Hyams, 25 Victoria Street, Westminster, S.W.
- Secondary Teachers, Association of [Ireland].**
General improvement of salaries and status, especially the establishment of a Register. 450. 10s. (c) *Irish Journal of Education*. (f) First week in July, Mansion House, Dublin. Mr. W. J. Williams, M.A., 28 Brighton Avenue, Rathgar, Dublin.
- Secretaries Association, The, Limited (by guarantee). Professional Association for Secretaries and Assistant Secretaries of Limited Companies.**
The Association was registered on March 14, 1907, under the Companies Acts, 1862 to 1900, as an Association not for profit and with liability limited by guarantee. The amount of the guarantee is fixed at the sum of 5s. per member. £1. 1s. (e) City 4983. Mr. F. G. L. Spain, F.I.S.A., F.S.S., 70A Basinghall Street, E.C.
- Selborne Society.**
3,000. 5s. (c) *The Selborne Magazine*. (e) City 4060 and Ealing 642. Mr. Wilfred Mark Webb, F.L.S., F.R.M.S., 84 Avenue Chambers; 42 Bloomsbury Square, W.C.
- Simplified Spelling Society**
To unite those approving the principle of spelling reform in an effort to obtain a Royal Commission of Inquiry on the subject. 2,600. Associate members, 1s.; Active members, 5s.; Life membership, 12s. and £3. 3s. (c) *Pyoneer*. (e) Museum 1351. (f) January, at Educational Conference in the University of London. Mr. William Archer, M.A., 44 Great Russell Street, W.C.
- Société pour la Propagation des Langues Étrangères en France.**
28 rue Serpente, Paris.
- Sociological Society, The.**
1 guinea. (c) *The Sociological Review*. (e) Central 11552. (f) April 1916, in the Hall of the Royal Society of Arts, Adelphi. Hon. Secretary, Mr. S. K. Ratcliffe, 21 Buckingham Street, Strand, W.C.
- Special Inquiries and Reports, Office of.**
See Board of Education Library.
- Speech Training, Association of Teachers of.**
10s. (c) *Viva Voca*. (e) Kensington 4369. (f) July 29,

Stratford-on-Avon. Miss Wellesley-Read, 44 Fairholme Road, West Kensington.

Stansfeld Trust.
[Work suspended for the moment.]

Students' Careers Association.
(c) *Women's Employment*. (d) Centemur, Wesdo, London.
(e) Mayfair 7084. Miss M. G. Spencer, 5 Prince's Street, Cavendish Square, W.

Sunday School Association.
(c) *Sunday School Monthly*. (d) Unitascoe, London. (e) Gerard 2765. (f) June 13, 1916, Essex Hall, Essex Street, W.C.
Mr. T. M. Chalmers, M.A., Essex Street, Strand, W.C.

Sunday School Union, The.
For extension and improvement of Sunday-school work.
(c) *Sunday School Chronicle*. (d) Worshipper, Cent, London.
(e) Central 13874. (f) May 1-5, 1916, at 56 Old Bailey, E.C.
Rev. Carey Bonner, 56 Old Bailey, London, E.C.

Teachers' Guild, The, and Club.
To combine teachers of every grade as members of one learned profession. Minimum subscription, 7s. 6d. Mr. F. Fairman, 9 Brunswick Square, W.C.

Teachers' Registration Council, The. (Constituted by Order in Council February 29, 1912.)
Registration fee, 1 guinea. No subscription. (c) "Official List of Registered Teachers," issued annually. (d) Teregiscon, Westcent, London. (e) Museum 2479. (f) The Council meets on the third Friday of the month, school vacations excepted. Chairman: Dr. Michael E. Sadler, Vice-Chancellor, Leeds University. Treasurer: Mr. W. Durnford, M.A. Secretary, Mr. Frank Roscoe, M.A., 47 Bedford Square, London, W.C.

Teachers' Training Association.
A Society of persons engaged in the professional training of students preparing to take a University Diploma or Certificate in Education. 100. 2s. 6d. (f) March 18, 1916, St. Mary's College, Lancaster Gate, W. Mr. Charles Fox, M.A., Warkworth House, Cambridge.

Teachers' Training and Registration Society, The.
Training of women teachers for secondary schools and kindergartens. 50. 1 guinea. (e) Willesden 449. (f) May, 1916. Miss D. Penn, Maria Grey Training College, Brondesbury, N.W.

Teachers' Training Syndicate. University of Cambridge.
To promote training of secondary teachers and to issue diplomas to teachers who successfully pass an examination in Theoretical and Practical Efficiency. (e) Cambridge 204. Mr. W. G. Bell, M.A., 2 Warkworth Terrace, Cambridge.

Technical Institutions, Association of.
Consists of two representatives each (usually a member of the controlling body and the principal officer) from most of the technical institutions of Great Britain. 103 Colleges and Schools. £2. 2s. (e) 288. (f) January, 1917, London. Mr. F. Wilkinson, F.G.S., Director, Municipal Technical School, Bolton.

Technical Institutions, Association of Teachers in.
1,250. 7s. 6d. (c) Ten publications per annum. (f) Not yet decided owing to the War. Mr. J. Paley Yorke, 55 Fife Avenue, Upper Clapton, N.

Technical Institutions in Ireland, Association of Principals of.
47. 10s. (e) Kingstown 92. (f) May 31, 1916. Mr. Robert Macdonald, M.A., D.Sc., Municipal Technical Institute, Kingstown.

Tonic Sol-fa College (Incorporated 1875).
Holds Examinations and trains Teachers. 3,700. Mr. Walter Harrison, M.A., Mus.Bac. (Oxon.), 26 Bloomsbury Square, London, W.C.

Training College Association.
430. 2s. 6d. (c) *Journal of Experimental Pedagogy and Training College Record*. Mr. H. E. Griffiths, St. John's College, Battersea, S.W.

Training College Clubs, London Union of.*
Mr. R. A. Williams, 27 Atherfold Road, Stockwell, S.W.

Travel and Educational Association, The International.
To better understand other peoples and tongues. (d) Intertrav London. (e) Gerrard 4426. Mr. Edward Page Gaston, F.R.G.S., 16 Regent Street, S.W.

Trinity College of Music, London.
Also holds Examinations in Music for Teachers' and Local Certificates, and annually offers a large number of scholarships for open competition. (c) *The Academic Gazette*. (d) Musicatus Wesdo, London. (e) Mayfair 627. Mr. Shelley Fisher, 13 Mandeville Place, London, W.

Uncertificated Teachers, National Union of.
Full recognition of and superannuation for uncertificated teachers. Over 2,000. Entrance fee, 2s. 6d.; annual subscription, 2s. 6d. Monthly meetings held at the Houldsworth Hall,

Deansgate, Manchester. (c) *The Schoolmistress*. (f) October, at Manchester. Miss Evelyn E. Walsh, 30 Hilton Crescent, Prestwich, Manchester.

Union of Jewish Women.
To assist educated Jewesses, and to help them to train, to place them, &c. 1,300. From 5s. to £10. 10s. (5s. minimum.) (e) Pad. 352. (f) January or February 1917, in London. Miss Kate Halford, 4 Upper Gloucester Place, N.W.

Universities' Catholic Education Board.
To provide for the spiritual needs of the Catholic undergraduates at Oxford and Cambridge. (f) May 4, Archbishop's House, Westminster. Mr. R. Raikes Bromage, M.A., F.R.G.S., 32 Gledstanes Road, West Kensington, W.

University Extension.
Cambridge Syndicate. (c) *University Extension Bulletin*. (d) Syndicate, Cambridge. (e) 579. Rev. Dr. Ceanage, Syndicate Buildings, Cambridge.

Oxford Delegacy. (c) *University Extension Bulletin*. (d) Extension Delegacy, Oxford. (f) August 1917, Oxford. Mr. J. A. R. Marriott, University Extension Delegacy, Oxford.

Leeds University Extension and Tutorial Classes Committee. The University, Leeds. (d) University, Leeds. (e) Central 2516, Leeds.

Manchester Committee. Mr. H. P. Turner, M.A., LL.B., Victoria University of Manchester.

University Extension Board, University of Liverpool. (e) Royal 4573. Mr. Norman Wyld, Liberty Buildings, School Lane, Liverpool.

University Extension Board of the University of London.
Courses of lectures and classes on Literature, History, Economics, Sociology, Education, Philosophy, Natural Science, Art, and Architecture are arranged at about seventy Centres in different parts of the Metropolitan area. (c) *University Extension Bulletin*. (d) University, Southkens, London. (e) Kensington 7060. Registrar of the Board, Mr. John Lea, M.A., University of London, South Kensington, S.W.

University Extension Guild.
250. 5s. Messrs. A. P. Griffiths and A. Browne, c.o. The Registrar, University Extension Board, University of London, S.W.

University of London Graduates' Association. (Founded 1899.)
To assist graduates to exercise their influence on the work of the University, and to keep the degrees open to all comers on terms of equality and impartiality. 2,000. 1s. or more. (d) Windolite Vic, London. (e) Victoria 244. (f) March 15, at 6.30 p.m., at 25 Victoria Street, S.W. Mr. Alfred S. E. Ackermann, B.Sc. (Engineering), 25 Victoria Street, Westminster, S.W.

University Women, Federation of.
To act as an organization which shall afford opportunity for the expression of united opinion and for concerted action by University women on matters especially affecting them. To encourage independent research work by women. To facilitate intercommunication and co-operation between the women of different Universities. To stimulate the interest of women in municipal and public life. 929 and 422 affiliated. 2s. Miss H. Johnstone, M.A., and Miss E. E. Field, M.A., 11 Hart Street, W.C.

University Women Teachers (Incorporated), Association of.
To protect and improve the status and to further the legitimate professional interests of University women teachers. 2,803. 5s. (d) Communitas Edge, London. (e) Pad. 6183. (f) January 1917. Miss Alice Grüner, 59 Cambridge Street, Hyde Park, W.

Victoria League, The.
To promote a close understanding between the different parts of the British Empire 14,000. (c) *Monthly Notes*. (d) Victrix Vic, London. (e) Victoria 1541. (f) Usually in May, at the Guildhall; uncertain this year. Miss Talbot, 2 Millbank House, Westminster, S.W.

Welsh County Schools Association, The.*
For head masters and head mistresses of Welsh Intermediate and Secondary Schools. 110. 12s. 6d. (c) *The County Schools Review*. (f) October 1915. Mr. D. E. Williams, M.A., The County School, Gowerston, Glamorgan.

Women's Educational Union.
(1) The affording of opportunity for the discussion of all questions bearing on education and on the well being of the child. (2) The improving of the status of women generally. (3) The influencing of outside opinion on these points. 420. 2s. 6d. for full members; 1s. for corresponding members. (c) *Pass it On*. (f) April 8, 1916, at Glasgow. Miss M. Barrowman, M.A., 993 Sauchiehall Street, Glasgow.

Women Teachers, National Federation of.
To collect and express the opinions and wishes of women teachers and to secure their combined action. To secure

equal pay for men and women teachers of the same professional status. To secure better pensions and earlier optional retirement. To secure for women teachers the Parliamentary franchise. Miss Ethel E. Froud, 5 Barnstaple Mansions, Rosebery Avenue, E.C.

Workers' Educational Association.

The Promotion of the Higher Education of Working men and women. 2,409 affiliated societies, 11,083 members, 173 branches. Societies, £1 is. Individuals, 4s. (c) The Highway. (e) City 6052. Central office: Miss Dorothy W. Jones, 14 Red Lion Square, Holborn, W.C. Eastern District: Mr. G. H. Pateman, 14 Red Lion Square, London, W.C. (Absent on War Service.) London District: Mr. H. Goodman, 137 Camberwell Road, S.E. Midland District: Mr. T. W. Price, The University, Edmund Street, Birmingham. North-Eastern District: Mr. J. G. Trevena, 84 Westmorland Road, Newcastle-on-Tyne. North-Western District: Mr. E. J. Hookway, College House, Brunswick Street, Manchester. South-Eastern District: Mr. E. W. Wimple, 14 Red Lion Square, London, W.C. (Absent on War Service.) Secretary *pro tem.*, Mr. H. Sanderson Furniss, 14 Red Lion Square, London, W.C. Welsh District: Hon. Acting Secretary, Mr. Howell James, Cefn Glas, Radyr, Glam. Hon. Secretary, Mr. John Thomas, "Penlan," Ebenezer Street, Trecynon, Aberdare. Western District: Mr. W. R. Straker, 27 Morgan Street, St. Paul's, Bristol. Yorkshire District: Mr. G. H. Thompson, 21 Brudenell Road, Hyde Park, Leeds. Financial: Mr. E. W. Wimple, 14 Red Lion Square, London, W.C. (Absent on War Service.)

Yorkshire Ladies' Council of Education.

Depôt for the sale of work done by poor gentlewomen. Miss Jackson, 7 Cookridge Street, Leeds.

Yorkshire Loan Training Fund.

Raised in 1901 for the purpose of lending fees for training to gentlewomen who must earn their own living. No interest charged. No money lent as capital. Hon. Secretary, Mrs. B. P. Scattergood, The Grange Farm, Far Headingley, Leeds.

ON KEEPING YOUNG AND GROWING OLD.

A TALK TO STUDENT-TEACHERS.*

By CLAUDE G. MONTEFIORE.

I PROPOSE to talk to you this afternoon in a quite informal way, as a friend who may claim the privilege of intimacy in a college which he has known from its foundation. The "young" and "old" of my title are obviously to be understood in a figurative sense. Literally, all of us, if we live, must grow old. Yet, as I hope to show you, there are ways whereby we may both keep young in heart and mind, and grow old in another sense than merely in days. Old age, as the author of the Wisdom of Solomon reminds us, is not merely "that which stands in length of time," nor is its measure merely reckoned "by number of years."

Most of those I see before me are, in the most literal sense, still young. Youth is with them to make or to mar. But I do not propose to speak directly about the right way in which to spend it. There would, indeed, be much to say about work and play; the joys and sorrows of youth; its responsibilities and its limitations. For though many of us look back to our youth as the happiest period of our lives, yet in the perfect, or ideal, life we may rightly hold that each period of it, even old age itself, has its own special satisfactions and achievements, perhaps even its own peculiar joys. And, if youth is rightly used, there is the greater chance of a happy maturity and old age.

Grow old along with me!

The best is yet to be,

The last of life, for which the first was made.

So what I want to speak about is rather the future than the present, less of youth itself than the passing of it into manhood and womanhood.

In a peculiar sense, you who are students in this place are

standing at the parting of the ways. When you leave us, we, who are grey-headed and fairly aged, shall think of you as still very young. But if, in a year or two, you are in the thick of teaching, or if perchance you are married, with a house of your own, you may say, "It seems an age since I was at college"; or even, "I begin to feel ever so old." And, indeed, in a certain sense, the period of youth will be over, the period of womanhood will have begun.

The seven terms of this college life are a sort of prelude, a busy pause, a delightful in-between. Such at least was the college life which I knew myself long ago: one was no longer a boy: one called oneself a man: and yet the strain of real manhood had not quite begun.

To each period of life, as I have said, its own glory. Alas, it is not always so, as we know very well, and one of the objects of this very college is that there may be a larger proportion of glorious childhoods—so far as wise education and admirable educators can secure them. And even to a right and happy childhood, and a right and happy youth, there may not always succeed a right and happy womanhood, or a right and happy old age. Life may be cut off prematurely, or circumstances may prove too hard, or a peculiar individuality may fail to find its proper nurture and environment. But while we admit, and seek to make ourselves prepared for, the shocks and uncertainties of life, there are yet castles in the air which it is right and wise to build ourselves and to encourage others to build likewise. We can, to some extent, make the ideal real—real to us and part of our inner selves. Even what we would *have*, we can sometimes help to procure; still more what we would *be*, we can, to some extent, make ourselves. We have a margin of power; we are, within limits, "captains of our fate." Shall we, then, ask what would we fain be in character, and what powers of heart and mind we would possess, when we are, or if we become, forty or fifty or sixty years old—a long way off, as it must seem, to most of those present here to-day?

The answer to this question is implied by my title. All of us would fain achieve the wisdom of age, and also retain the heart of youth. And one may add at once that, as experience shows, this wish is not impossible of realization. For there are, indeed, radiant souls, both men and women, who possess this desired combination: the wisdom of age and the heart of youth. We may even vary and intensify the phrase, for we may say: the wisdom of age and the heart of a child.

Let us consider a little more closely what we mean by "the heart of youth," "the heart of a child." We are thinking to some extent of the actual child, but more of the child as poetry and romance and even religion have pictured him.

There are many ingredients in our meaning. Some are very deep and solemn things, and some are light and airy things, yet all make the same or very similar demands on those who would acquire them. There is the saying which, to almost all of those here present, comes with the accents of authority, that the very passport or key to the Kingdom of Heaven is to become as a child. Something deep and solemn must here be meant, and the reference is less to any actual child than to the ideal child. And in our list of meanings we should also come down to such apparently simple things as the capacity to enjoy like the child, the capacity to laugh like the child.

"The wisdom of age and the heart of youth." The combination implies a demand. To obtain it means a demand upon us in each direction of our nature, and certainly in three—a physical, an intellectual, and a moral demand.

Just a word as to the physical demand, by which I mean the discipline of the body and the care of health. Let me read to you some sentences of a great teacher upon this subject:

Among the responsibilities of youth which I hardly know whether to call greater or lesser, for it is very great if we consider the consequences and the punishment, but not so great if we think only of the moral fault of neglecting it, is the care of health. It is a duty of which we hardly think, and had better not talk: it is one at which we may sometimes be disposed to laugh. For in youth

* The substance of an address to the students of the Froebel Educational Institute, December 1915.

most of us have health enough and to spare, and we cannot look forward thirty or forty years to a time when the remains of it may have to be husbanded. We do not keep before our minds life as a whole, in which there are many things to be done requiring our whole strength, or remember that there is one condition of success in any business or profession, and that is good health. And in almost every case it is in our own power to secure this.*

I would add to these weighty words the reflection that, though we have all known persons who have triumphed over the weaknesses of the body, and who, in spite of constant ill health, are young in heart and mind, yet ill health—bad digestion, nerves, or whatever it may be—makes it more difficult to remain young or grow wisely old. We are strange combinations of body and mind and soul. And no one can afford to say: "I can neglect my body without detriment to my character or to my mental and moral powers." Overwork and carelessness about food and rest may lead to many evils, both mental and moral: and among these evils may be that, even metaphorically, youth may fly away, and the wisdom of age may not appear. "Work hard, but don't overwork," is the counsel I would offer you, and this, as I shall try to show, is no empty paradox.

I am thinking not so much of your college career as of the many years which I hope are to come after college life is over. For those years I would say, "Be careful not to let the mind rust." Do not be content with the modicum which will get you through your teaching or your household duties. Add, if you can, by effort just a little more. I would not advise people to read what is clearly too difficult for them. One must recognize one's own limitations. We get no profit from a book which is unquestionably beyond us. To be able to make a quotation from Spinoza or Kant or Plato looks learned, but may be a purple patch or worse. But I would advise that, if possible, during the year one should read or re-read (perhaps often only re-read) a book which is quite up to the level of one's own capacities or just a very little bit beyond them. You may remember that in his delightful *Talks to Teachers*, William James lays down the rule: "Keep the faculty of effort alive in you by a little gratuitous exercise every day." On the purely intellectual side, I would not go so far as to say, "every day," but I would, at all events, say: "sometimes," or "occasionally"! It will help to keep you young. And for those who are going to become teachers, I would combine James's maxim with some advice of the great Teacher (in the more general sense of the word) whom I have already quoted.

One good method of keeping young is not to regard one's education—even one's education from books—as finished with one's college career. One may wisely continue, as this high authority recommends, to study from the speculative side the profession in which one is practically engaged. Or, again, we may keep a little time in the vacations either for a subject which, though distinct from, yet connects with, our daily employment, or for one which, perhaps, furnishes the greatest contrast to it.† In one or other of these ways we may seek to keep our minds fresh and strong and keen.

But now let me allude to something deeper and more fundamental—something which affects both our intellectual and our moral life. She, then, who would wish to keep young, and grow wisely old, must retain, and, if possible, increase, her power and her capacity to admire. For admiration keeps us young. It is connected, on the one hand, with pleasure; it is connected, on the other hand, with wonder. And being connected with wonder, it is also connected with the supreme quality of reverence. If you admire, you will almost always feel pleasure in that which you admire. To be able to feel keen pleasure in right and noble things and persons is a mark of wisdom and of youth—of that youth which may be combined with age. It keeps us young to continue to feel pleasure in croquet or chocolate, but far more to be able to admire. Take, for instance, the love for, the pleasure in, and the admiration of, scenery or pictures or music or poetry. Not all of you can, or can

deeply, or can honestly, care for all four of these. Let us suppose you honestly care for two of them. It is of great importance to keep up the power of caring for them by exercising it. If you keep the capacity, you may even increase the degree, and you may, in all probability, be able to increase your judgment and discrimination. It is, therefore, worth while to take a little trouble to seek, or not to neglect, opportunities for maintaining and exercising our power to admire.

Let me here say a word, by way of example, about the care for poetry. I would urge those who can honestly say that they admire and find pleasure in poetry to find time to read some good poetry every month or two months. It need not necessarily be fresh poetry; it may often fitly be the poetry which they have already read. Let them also, if they can, maintain the power of learning a little poetry by heart. If we do not care for poetry when we are twenty, we shall hardly care for it when we are fifty or sixty. And note this. The great poetry which we are able genuinely to care for at twenty, we may, with exercise, continue to care for at fifty. But not all of us may be able at fifty to learn to care for any great poetry which we did not already care for at twenty. Our minds often become less flexible as we grow older: most of us become, in some ways, more conservative. Learn, therefore, to admire some of the immortals when you are young, and if you do not neglect them too utterly, you will retain the capacity to admire them—you will even admire them more deeply, more intelligently—when you are old.

No less important than the retained capacity to admire things is the capacity to admire persons. Youth is said to be the season for hero-worship, but if we want to keep young, that worship must persist all through our lives. And not merely hero worship of the immortals or of public men and women still living, but also hero-worship for some persons whom we ourselves know. The word "hero-worship" may, however, be misleading to some of you. It may suggest something affected, sentimental, or foolish. I do not mean anything of that kind. I mean rather the power to appreciate, to realize, and to admire human greatness and human worth, or even a sweet and gracious, a pure and noble, human personality. I mean the power to feel before the human mind and before human goodness a certain reverence, a certain awe. Youth is, or should be, the age of hero-worship, but it is too often the age of criticism, and, at worst, of cynicism. I would venture to warn you against the dangers of such a temperament. One danger is that it makes you unwisely old. I admit that we may pour forth admiration towards a particular person, and that he or she may turn out unworthy. The shock of discovery may do us harm. But, nevertheless, the risk is worth running. We are very unfortunate if we have not met four or five persons—they may be within our own families, or both within and without them—whose boots we should not think it an honour and a privilege to black. It is quite true that we may sometimes mistake a goose for a swan, and I have admitted that, if we discover our error, the shock may do us harm. But far worse than the error of mistaking a goose for a swan, is the error of mistaking a swan for a goose. That error shows just that lack of capacity within ourselves which prevents us from keeping young and from growing wisely old.

Admiration depends upon two primary qualities: reverence and humility. The conceited person and the person who, whether in man or nature, finds nothing whereat to marvel and show reverence, will soon grow unwisely old. The world has nothing to offer him; how can he keep his heart fresh and keen if that heart has nothing to admire, to reverence, to love? He cannot fill his heart except with self: so filled, it is really empty. And the empty heart grows quickly old. Admiration, on the other hand, keeps the heart employed. It is "a shield and a buckler" against the days of evil and adversity. It maintains buoyancy. It is not only a consolation, but also a stimulus. Admiration makes us believe, in spite of disappointment and sorrow

* Jowett, *College Sermons*, page 141.

† Jowett, *Dialogues of Plato*, Vol. III, page ccxi (Third Edition).

and failure, that beauty and wisdom are realities, that they are among the things which are best worth living for. But above all, admiration makes us believe that righteousness and goodness are realities, both on earth and beyond earth. They, above all else, make life worth living: they, above all else, make us strong and keen in the conviction that it is worth while ourselves, so far as in us lies, to do and to be good. Cheap cynicism and cheap conceit—these are the two vices which, above all other vices, prevent us from keeping wisely young and from growing wisely old.

Connected with the capacity of admiration, but yet distinct from it, is the capacity to feel and to be genuinely interested in ideas, movements, persons. So far as persons are concerned, this capacity to feel interested is allied to the power which we know as sympathy, about which I have no time to speak. But I must say a few words as to the maintenance of interest in movements and ideas. Here, too, for most of us, a certain effort will be needed. First, we shall need it in relation to our own study or business or occupation. What seemed true and good in 1915 may receive several hard knocks in 1930. Or, though still true and good in its measure, it may need supplementing, or even superseding, by something truer and better. Nevertheless, we may prefer to keep to the old routine and the old ideas. To suspect that what we had regarded, and yet regard, as gospel truth is very doubtful, and that the methods we had deemed, and deem, so valuable and adequate are, perhaps, unwise and insufficient, is very painful and disagreeable. Many of us prefer to shut out newer light and to draw down blinds over the windows of our minds. But these blinds will make us dull and sluggish; they will tend to turn us into fossils. There are fossils at thirty, and there can be living and growing organisms at sixty. So let us keep our powers of interest well awake and often used.

Yet to you, to whom this particular fault has not yet come, I must add a warning. There are two opposite evils, both of which we must seek to avoid. It is not well or wise to be moved away from old moorings too rapidly. It is not desirable to be blown about by every new wind of doctrine; immediately to catch on to, and bow down before, every new fad and eccentricity, or even every new theory and method. Formed convictions with a willingness to learn—that is, the ideal, but it is not an easy ideal, whether in education or in theology. St. Paul said, "Prove all things; hold fast that which is good." But this advice or maxim is not within the power of us all. We cannot prove, or taste, or inquire into, or study, all things. We have not the time. One must be willing to make a selection even in one's own subject. And, on the whole, it is wiser to know a few masters and masterpieces in education thoroughly than to attempt a feeble knowledge of many. And one has to remember that a theory or a method may be new—perhaps even it may be the rage—and yet it may be only partially true. One does not keep rightly young by becoming a person who hops rapidly from one fad to another. On the other hand, one must not be afraid of the new, and, above all, not afraid of it because it is *irksome* or unpleasant. One must keep the power alive to appreciate, or even, if necessity arises, to study the startling, the novel, the upsetting. And this power one must try to use and keep alive even in regard to subjects which lie outside one's own particular occupation or profession. For nobody should have no interests except in her own mission or calling; else she is likely to become narrow, obtuse, and wooden. Least of all should a teacher have no other interests than her own craft, not merely because a teacher must be the very last person to be narrow, obtuse, and wooden, but also because education touches so many other subjects. Politics, ethics, history, psychology, philosophy, sociology, and religion—all have their bearing upon education. It is abundantly clear that no one can seriously study, or even read books about, all these vast subjects: few can seriously study, though it would be well for every teacher to have a modest or bowing acquaintance with, some one of them. Yet it is no less clear that we must all form some opinions about political, ethical, and

theological matters: our minds cannot, and should not, be a blank, neither can we keep them in complete suspense, concerning these great subjects. What, then, is to be done? More especially what is to be done so that here, too, so far as our limited powers and opportunities go, we may keep rightly young and grow wisely old? I would suggest that we, at all events, maintain alert the feeling and the conviction that great problems and mighty questions are involved or contained in these subjects, full of interest and complexity. We need by no means suppose that in politics, morals, and religion, everybody is equally right and equally wrong, but I would ask you to combine your own definite and even firmly held opinions with an interested and tolerant mind. New ideas, discordant judgments, may not by any means be necessarily true; nor, on the other hand, because they are agitating or troublesome or uncomfortable, need they be necessarily false. The young in years are by no means always tolerant of the ideas of their elders when these ideas seem narrow and old-fashioned; but the old who are also young may learn a tolerance, or, rather, a certain sympathetic understanding and appreciation, of the ideas of yesterday, and the ideas of to-day, perhaps also of the dawning ideas of to-morrow. And of one subject—the greatest subject of all—I would observe that the wisely old who is also wisely young—she who has the true heart of the child as well as the wisdom of age—will agree with the saying of a great Englishman that it is "a source of calm and repose" (shall we also add, of youth and strength?) "in our religious life always to turn from small things to great, from things far away to things near at hand, from the foolishness of controversy to the truths which are simple and eternal, from man to God."*

Shall we now seek to sum up what we have so far said? How to keep young is one of the ways in which to grow rightly old. We desire to retain the youthful heart and the eager, youthful mind, but also to acquire that large, developed, and wise heart (for there is a wisdom of the heart as well as a wisdom of the head), that stored and sensitive and tolerant mind, which is characteristic of a good old age. Therefore, in the words of the Psalmist (according to the excellent rendering of the Revised Version), we still may pray: "So teach us to number our days that we may get us an heart of wisdom." Perhaps it may be usefully added that this heart of wisdom—this not purely intellectual wisdom—is to be partly obtained by active *doing* as well as by thinking and study. Some practical work, if the stress of teaching or of household cares allow time for it, will be of great advantage to us through all our lives, apart from the help we may thus render to others.

Our instruments, our organs must be rightly used in youth that they become not rusty in age. Keen of heart and mind; not ignorant of evil, but with a still greater conviction of good: such would, and such should, we be.

Once more we ask: How is this ideal to be realized? And, once more, one is bound to reply that to a large extent no words of another can help us. Each must shape her own life: each, alas, must make her own mistakes, each must fashion her own experience. Each of those here present, if she lives and looks back upon her life after forty or fifty years have passed away, will wish that in several things she had acted otherwise; neglected opportunities, wasted or ill spent hours, will crowd upon the memory. Yet to know beforehand that this universal experience will also be ours need not, and should not, discourage us. Though all are bound to fail somewhat, a measure of success is also possible. Thus an attitude of combined seriousness and cheerfulness befits us, as we look forward into the hidden life that lies in front, and awaits us. A good deal is in our power, and of our moral, and to some extent, of our mental, future—if I may so express myself—we have, in some measure, the

* Quoted by Jowett in his great sermon on Baxter as from Baxter's autobiography. I have not been able to find it there. But even if it is Jowett's own, the words "great Englishman" equally apply (*Biographical Sermons*, page 80).

control. If those whom I see before me to-day live till they are sixty, few among them—I hope it is not rude to say this—will be very wise or even exceedingly good. Yet with moderate fortune, it may be within their own power to keep themselves, or to become, alert rather than dull, sympathetic and interested rather than wooden and obtuse, humble and receptive rather than conceited and self-satisfied, helpful and joyous rather than gloomy and apathetic. In the art of keeping young and growing wisely old, the cleverest among you had better not be over confident, but the least clever need have no reason to despair.

THE SPIRIT OF BUSHIDO.

By SEIKEN HONAGA

(Professor of Ethics at the Oriental College of Tokyo).

BUSHIDO, or the Way of Samurai, is better understood by foreigners than it was before our war with Russia, but there are still misconceptions that I will attempt to remove. Bushido is appreciated as the ideal of loyalty and filial piety, but this ideal, it is contended, pushes the patriotism of the nation to extremes, fosters exclusiveness, and produces effects which are dangerous to international relations. It can be shown, however, that this is a prejudiced opinion which would damage the reality of the teaching by means of its forms. Loyalty and filial piety were originally whole-hearted service of a lord or a father. It is a teaching which proceeds from human sincerity and is fluid, not rigid, in its methods of expression. But it can hardly help changing into a bigoted doctrine when it becomes petrified as a teaching applicable to a single nation. It seems to me, however, that the content of the teaching is wide and practical enough to take forms of expression according to any time and place. The Way of Samurai ought to be trodden not only nationally but also individually. The Japanese from remote times have believed in the motto: "Duty is weightier than a mountain, death is lighter than a feather" when circumstances call for heroic acts. This is the same spirit which the "noble army" of Western martyrs have displayed from the time of St. Stephen onwards. And many of them fully believed that, like the acorn of the Pasania, flowing on the mountain stream, they could not rise in this respect to the surface except by losing the body. Such a spirit of sacrifice is not strange to the teaching of Christ who said: "He that loseth his life for my sake shall find it" (Matt. x, 39).

In Bushido, not only loyalty and filial piety, but also valour, fidelity, honour, probity, thrift, dignity, affection, &c., were all appreciated. But the Spirit of Bushido, which runs through or controls these virtues, is really sincerity. Bushido is the unflinching, resolute way of doing duties which originates from this pure sincerity, and its possessor does not hesitate to offer mind and body willingly when occasion actually demands. So Bushido is not precious merely for its revelation of valour, but what is precious is the spirit of sincerity revealed by valour. The following ode expresses well its nature: "So that my whole heart could serve my lord, scarcely should I remember that my body existed."

Bushido rooted itself in the spiritual ground of Japan from ancient times and was cultivated by means of the feudal systems; its teaching is essentially a living one, drawn from the complex and endlessly changing life experience of the warrior. Though it was scientifically elaborated and systematically made authoritative through the profound and long continued peace of the Tokugawa period, yet the models were chiefly the living patterns which warriors stamped on posterity by practice. What is most appreciated is the thoroughgoing *practical efficiency* with which they accomplish what they know to be just and believe to be their duty,

and the *absolute rigidity of principle* with which they adhere to practice even at the cost of life. But the special point which has most value in its application to daily life lies in the practical training to act in the present moment, not relying on the morrow, for they vow to themselves that there is no to-morrow for the spirit. This gives an extraordinary resolution and practical efficiency, not only in war time, but also in peaceful daily life. It is but a shallow judgment which would say rather scornfully that this is merely an eccentric way the Japanese have about such things. The fact remains that brilliant, flowery language is not characteristic of Bushido, which acts on the motto "Don't talk, but act." Some people think Bushido a narrow teaching which was confined to a particular caste in the past; yet it actively survives to-day, being not only the foundation of the spirit of military men in Japan, but also an important element of the national spirit in general.

THE MOTHERS.

I HAVE gotten a little son,
And you have lost one grown;
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And weakness left alone.
Some see cruelty in my joy
And grudging in your we.
They know the living and the dead,
The soul they do not know.
In our hearts we two
Other truth divine,
For I have wept that child of yours
And you rejoiced in mine.

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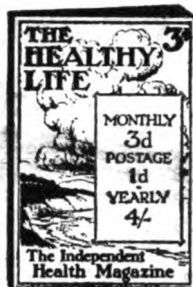
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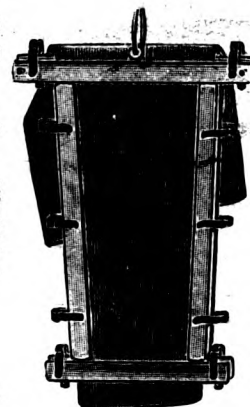
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For announcements see below and
pages 187 and 213.

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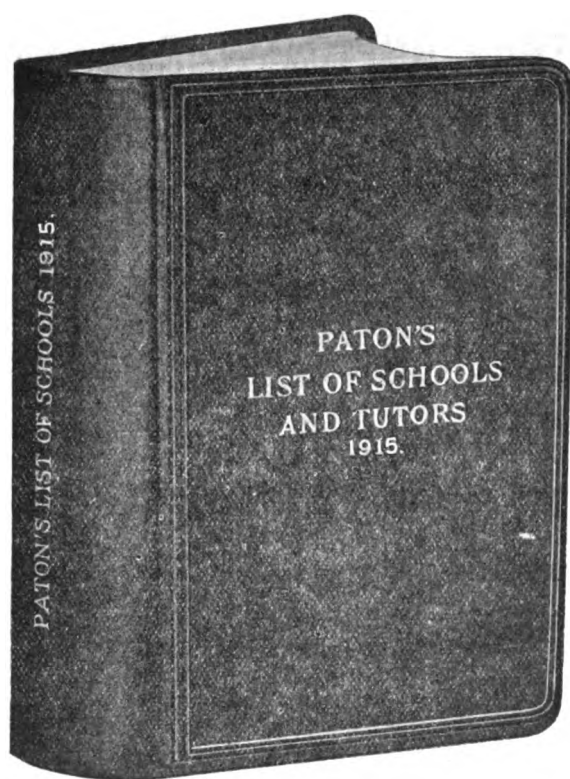
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OCCASIONAL NOTES.

THE contributions made by classical schoolmasters to the discussion in the *Times* on the claims of science, with one exception, will not do much to help the cause of literary education. Mr. T. E. Page, indeed, recognizes the needs for considering those claims, but he thinks that this is no time for raising controversies. A general, military men say, can always find at least ten good reasons for doing nothing. Two head masters flout the whole subject. Dr. Rouse apparently thinks that nothing matters but classical learning, and it will be no one's fault but his if the public infer that no other subject receives any consideration at the Perse School. The contribution of Mr. A. L. Francis is remarkable for its bad logic. "Philosophic Germany," he says, "won the war of liberation. Scientific Germany has lost the war of ruthless aggression." To attribute a great historical event to one cause only is a crude method of reasoning of which most of us were cured while still at school. Is this the way in which Mr. Francis teaches the sixth form at Blundell's to read history? Then he speaks of the German failure in "the scientific analysis of nations," not seeing, apparently, that the analysis failed just because it was unscientific, being based not on observed facts, but being a series of deductions from premises assumed to be true. Neither of these distinguished head masters appears to recognize that he is as much responsible for the science work of his school as for its classics. Neither makes any attempt to face the problem. We, who are firm believers in a literary

education for the great majority of boys, and in a classical education for a good many, have sometimes to pray to be saved from our friends. Narrowness and bad logic will not help us much.

MR. NOWELL SMITH, of Sherborne, does something to redeem the character of the classical head master. He welcomes science with open arms. He recognizes the "intellectual sluggishness and self-complacency" of the leading classes, and believes the neglect of physical science to be partly responsible for it. He makes a useful practical point when he calls attention to the great expensiveness of scientific training, and invites the scientists to confer with the heads of schools about the scope and character of that training. He recognizes what neither of his brethren do, that there is a problem to be solved. That problem, it may be said, is threefold. The first, and least difficult, question is how to train the large number of chemists, biologists, and other scientific men needed by our manufacturing industries, by agriculture, by medicine, and by our fighting forces. The second—and tougher—question, is how to create in the nation such a sense of the value of science that it will be ready to support liberally scientific institutions and places of research and that manufacturers and Government departments will be eager to secure the services of men trained in such institutions. This is really the essential problem. The proportion of Civil Servants who have had a scientific training is not in itself a matter of the first importance, and, for administrators, history, politics, and language are more valuable than chemistry and physics. And, lastly, there is the question—and this is a question for many teachers other than those who work in laboratories—how to cultivate in all better educated boys and girls the scientific spirit: that is, the desire for exact knowledge and the capacity for exact thought.

THE old tag about a little learning being a dangerous thing is responsible for a vast amount of confused thinking. The truth is that a little learning is a dangerous thing only if you mistake it for much learning, and trade upon it as such. If you recognize the slowness of your little learning, it may be a very valuable thing. It may be a constant reminder to you of how much there is that you do not know, a perpetual suggestion of the oceans of truth which you have never explored. It may at least save you from mental narrowness and the sense of intellectual superiority. It may do more. It may help you to attain to the wisdom of the wise man who knew that he knew nothing. This is the kind of little knowledge of physical science which we want the boy who is trained on the humanities to possess. We want him to do as much work in a laboratory as will make him reverence the work of scientific men, enable him to catch some glimpse of scientific method and scientific truth, and help him to understand the part played by science in human life, and the dependence of human life upon it. What is necessary is not so much that Cabinet Ministers and members of Parliament should know science, as that they should be aware of their own ignorance and helplessness, and be always ready to call in the aid of the expert. Two hours' work a week in a laboratory for three years for every classical boy, if the work were done seriously—a big "if," we fear, in the case of a public school—would go far to produce this spirit.

THE part of the Report of the Committee on Retrenchment in public expenditure which concerns education is not unsatisfactory. The Committee note the feeling in many quarters that economy in education is dangerous and may, in the long run, be unremunerative. They approve the postponement of building and the limitation of repairs. The only other economy suggested is the removal from school of the "under fives," or, more strictly, the "under sixes," for six is suggested as the future normal age for beginning school life. They would like to make an exception in favour of poor districts; but here a difficulty arises, for the Board of Education will not undertake to discriminate, and therefore there could be no grants for the babies anywhere. We hope that some way will be found out of this difficulty. We should not have thought discrimination was so difficult, and before we abolish the "under fives" crèches should be established. The amount brought in by a penny rate would supply the means of judging. Double inspection is less extensive than we had thought; only 49 out of 319 authorities employ inspectors, and in most cases these are administrative, rather than educational, officers. On the other hand, we are surprised to read that the Board's inspecting staff numbers nearly 400.

Committee on Retrenchment.

THERE really seems a chance that research will be recognized at Oxford as a necessary part of the training of a scientist. A statute making "experimental investigations" obligatory for the second part of the examination for Honours in Chemistry has been promulgated, and so far has not roused any opposition amongst the country clergy. "Research," say the supporters of the proposal, "is not a luxury for first-class men; every man who is good enough for a class is capable of it to some extent." No living knowledge of the science, they contend, is possible without some acquaintance with the methods by which new knowledge is acquired, and this acquaintance is needed by the schoolmaster as much as by the men who take up technical work. In England, it might be added, we think too much of the mere acquirement of knowledge. It is popularly supposed that the Germans are the people who fall deepest in that error, but that is not true, for the Germans in their University examinations always demand proof of some original work done by the student, whereas we for the most part ask for nothing but the reproduction of what has been learnt.

Research at Oxford.

THE effect of our national idolatry of games upon intellectual pursuits makes many of us sometimes half inclined to think that it would be better if we had no football or cricket, but trusted to Swedish drill and prisoners' base to develop lung and muscle. Such doubters may be invited to meditate on the tribute which France is paying to our game-playing habits. Mr. Edmund Gosse, writing in the *Edinburgh Review*, tells us that English games have come rapidly into favour on the other side of the Channel during the fifteen years of this century. When the War broke out, he says, there was scarcely a country village which did not possess its football and tennis clubs, while horse-riding and fencing are more practised than in England. The French are beginning to understand that the value of games is by no means purely physical, but that they develop the capacity for initiative and the sentiment of responsibility. Games,

Games.

in fact, give that chance for the play of personal force and character which modern life denies to such a large proportion of men. How much opportunity for initiative or call for strength of will or firmness of purpose is there in the life of a bank clerk or a shopman? The whole tendency of contemporary life is to weaken individuality. As businesses become vaster, and their branches are held more tightly together by improved means of communication, the smaller becomes the responsibility of the separate managers. Human nature revolts against this reduction of the individual to a cog-wheel in a machine, and the cult of games is a sign of this healthy spirit of rebellion.

AN appeal for funds to establish a Chair of Spanish at King's College, London, signed by Sir Maurice de Bunsen, the late Ambassador at the Spanish Court, and a number of distinguished Spanish scholars, has appeared in the press. The sum asked for is £20,000, and Prof. Gollancz is acting as secretary. There is at present only one Professorship of Spanish in the United Kingdom, though some provision for instruction in the language is made at various Universities. We do not suppose that Spanish will ever be widely studied, or that it will take the place of German. But in any nation that claims to be highly educated, there should be students who seek the byways of knowledge, and others who are attracted by the literature and history of nations who have played a much smaller part than Spain in the formation of Europe. The Spaniards can boast of a great literature, albeit not one that is usually reckoned amongst the greatest, and the history of Spain has a special, though melancholy, interest for those who like to study the causes of the decay of nations. And we cannot forget at this moment that Spain was the first country in Europe to make a national resistance to Napoleon. We trust that the needed money will be forthcoming. If every one who has been amused or edified by *Don Quixote* would send Prof. Gollancz a shilling, the amount would be more than reached.

The Study of Spanish.

SIR WILLIAM COLLINS, speaking to the Association of Graduates of the University of London, said that the two cardinal vices of higher education in Germany were the complete control of Universities by the State and the bestowal of degrees by the professors on their own students without independent examination. The State appoints the professor, the professor brands the student, so that the State propagates through the whole University world what doctrine it pleases. About the first of Sir William's points there will be no difference, but some teachers will take another view of his second. In the case of schools, Sir William represents a very healthy public instinct. The system of allowing either professors or schoolmasters to brand their own herrings is open to grave objections. The difficulty of maintaining a general standard, neither too high nor too low, is perhaps the smallest. Far more formidable is the practical impossibility of a man being impartial where his own pupils are concerned. Either he will be over-conscientious, and therefore over-exacting in his demands, or—this would probably be the less frequent case—he would be too tender-hearted, too ready to make excuses—to say that the papers did not represent the candidate's best form, and so forth. Moreover, every teacher has his limitations and his little hobbies; he is more interested in one branch of his subject than in

Branding One's own Herrings.

another, attributes undue importance to some particular capacity, or thinks some knowledge of peculiar value. In any case, he cannot bring to the task of appraising his pupils' abilities the freshness and detachment of the outside examiner. In English Universities, however, the danger is purely imaginary. It has long been an established practice at Oxford and Cambridge that no college tutor who is an examiner in the schools shall during the preceding year read with men who are sitting for that examination; and at Oxford, where there is a *viva voce* examination, it is a distinct disadvantage to a man if one of the examiners is a member of his college.

THE Minister of Education received, on March 27, a deputation from the Committee on the Teaching of Patriotism in Schools, introduced by Lord Sydenham.

Teaching of Patriotism.

Mr. Henderson acknowledged the non-party character of the Committee, but he pointed out that bare justice had been done to the part that his Department had played by their memoranda in the work. The number of teachers who had rallied to the call of their country was sufficient testimony to the effectiveness of the teaching. At the present moment 11,000 teachers were serving, 8,000 more were attested, and 46 per cent. of all the male teachers had joined, or were ready to join, the colours. What our schools need at the present moment is not the spur of patriotism, but the curb of wise discretion.

IN the Oxford scheme, on which we commented last month, the subjects of school study are arranged in four groups—Classics, Modern Studies, Mathematics,

The Oxford Examination.

Science, with thirty subsidiary subjects. The general principle is that the candidate must pass in one group and one subsidiary subject not connected with it. We turn with special interest to the group called Modern Studies, and find that the first subject mentioned is Latin, which language, with English History and Literature and one subsidiary subject (say French Unseen of "moderate difficulty"), constitutes one possible program. We suppose this alternative is meant to appeal to boys and girls who propose to study English at the University, but English scholarship is not required; only a general knowledge of the set books is expected. The French and German set books are prescribed, and questions will be set on the Literature and Social History of a certain period. But why the Social History only? On the whole, the regulations suggest an examination which will be rather slight for young men and women of eighteen; but we must wait to see the papers before pronouncing a final judgment.

LOCAL AUTHORITIES.

THE Committee on retrenchment in the public expenditure has adopted a satisfactory and common-sense attitude towards education. Of the sum of £15,500,000

Retrenchment.

included in the Board's estimate for 1915-16, £12,400,000 finds its way to the Local Authorities. These Authorities, out of their own funds, contribute about £15,000,000, making a total expenditure of over £27,000,000 a year on elementary education. The Committee, after careful consideration, arrived at the conclusion "that a really substantial permanent decrease in this expenditure can only be secured, without a loss of efficiency, by altering the present school ages so as to reduce the number of children in the schools. Fewer pupils mean in the long run fewer

teachers and smaller expenditure on buildings, furniture, stationery, and all maintenance charges. It is not suggested that the leaving age should be lowered, but the Committee think a good case can be made out for excluding children under five years of age except in very poor town areas." There is no doubt whatever that this reform might be effected at once without any educational disadvantage.

IN January 1914 the school registers contained 290,000 children in England and Wales below the age of five, and 900,000 below the age of six. On the Continent

Age of Admission.

generally, we are reminded, the minimum age varies between six and seven, though there are in some cases special schools for younger children, such as the *écoles maternelles* in France. In view of Continental precedents there appears much to be said, reports the Committee, for the permanent introduction of a normal minimum age of six in future (with an option to Local Authorities of allowing earlier admission in very poor town areas), as there can be little doubt that money spent on younger children must in the main be wasted so far as education is concerned. This proposal is one to which effect cannot be given without legislation, and while it has much to commend it, we may take it for granted that it will not be settled on its merits. The Committee recommend that it should be the subject of special inquiry by the Board, "with a view to such action as is thought desirable being taken at the earliest possible opportunity."

THE other recommendations of the Committee concerned with education relate to its administration. Local

Administration.

Authorities for long enough have protested against the constantly increasing elaboration of forms and returns required by the officials of the Board. The Committee remarks: "We have been supplied with specimens of the forms which the Authorities are at present required to fill in and send to the Board for various purposes, and we have been much struck by their number and complexity. We are confident that it would be possible to devise a less elaborate and expensive means of securing that the State gets proper value for its grants, especially as regards the larger and more responsible Authorities." This well founded criticism of the Board's administrative practice will be welcomed and endorsed by all Local Authorities, who will not be surprised to learn that the Board's normal peace-time administrative staff includes nearly 1,000 individuals, in addition to an inspecting staff of nearly 400.

It appears to have been represented to the Retrenchment Committee that there is a large amount of overlapping owing to the fact that inspectors are appointed both by the Board and the Local

Inspection.

Authorities. This is unquestionably the case in several areas where local inspectors have been appointed, and it is also a fact that there is overlapping in the work of the Board's inspectors due very largely to the appointment of women and of so-called specialists. It is, however, a difficult question, and it is not surprising to find the Committee contenting itself with the recommendation that, "in any cases where a clear differentiation of function has not already been definitely arranged, immediate steps should be taken to avoid duplication of expenditure." It is noted that the activities of the Board of Education and the Local Government Board overlap to a considerable extent as regards arrangements for the health of mothers and young children under school age, and that the two departments have found it very difficult to settle a clear line of demarcation between their respective spheres. To remedy this condition of affairs, "which can only lead to disputes and an unnecessary inflation of staff," appropriate recommendations are made.

THE Kent Education Committee, in their report presented to the County Council in February, submitted the following useful resolution:—"That the Board of

Kent.

Education be requested to consider the desirability of making special arrangements, at the earliest possible date, for the admission to training colleges of wounded soldiers of good education, with a view to their being fitted for the teaching profession." There appears to be no reason why this new source of supply should not produce a satisfactory addition to the depleted ranks of qualified teachers.

THE difficulty of effecting economies in school supplies is illustrated in the Kent Committee's report, where it is stated that arrangements for the supply of coal and coke to schools have been completed, the

Cost of Fuel.

average increases of the contract prices compared with last year being as follows:—Household coal, 8s. 3d. a ton; anthracite,

7s. 8d.; coke, 6s. per chaldron. The expenditure, in fact, in the county increased from £6,177 in 1912-13 to £7,708 in 1914-15.

Employment of Children. THE regulations adopted by the Kent Education Committee to control the employment of school children during the present exceptional conditions are commendably definite and stringent. They apply to children not under twelve years of age for the school period beginning on April 1 and ending on October 11. The parent is required to apply, state the nature of the employment, and undertake that the child shall be occupied only under the supervision of the parents or the employer in work suitable to its age and physical condition. The parent is also required to obtain at his own expense a certificate from a duly qualified medical man that the child is physically fit to undertake the proposed employment, and shall also, if required, produce a birth certificate. It is also provided that no child may be employed under the licence for more than 48 hours a week, and the Committee have taken full powers under their regulations to satisfy themselves that all the conditions and safeguards they have imposed are duly observed.

Board's Regulations. THE Board of Education have now issued a series of useful conditions to regulate the exemption from school attendance of children required for the purposes of agriculture. It is suggested that children under twelve years of age should never be excused unless the circumstances are entirely exceptional, and then only for very short periods. Persons desiring to employ children liable to attend school should be asked to furnish particulars of the character of the employment, the wages offered, and the period for which the labour is required. They should also be required to satisfy the Authority that they have made adequate efforts, supported by the offer of reasonable wages, to secure the labour required in other directions, and more particularly by employing women. It is further suggested that the urgency of the need for the labour of children may, to a certain extent, be tested by the amount of the wages offered. That is to say, if the labour of a boy of school age is not worth at least 6s. a week to the farmer, the benefit derived from the boy's employment is not sufficient to compensate for the loss involved by the interruption of the boy's education.

Attendance and Rates. IF the conditions proposed by the Board are strictly carried out, the result of the present demand for the labour of children in agricultural districts will not seriously prejudice their educational interests. Any general relaxation of the regulations under which attendances are secured will, however, considerably affect the grants received by Local Authorities. If there are 50,000 children on the registers, a difference of 1 per cent. in the average attendance represents about £1,000 in the amount of the Government grant, while the cost to the Authority of maintaining the schools remains the same. And, of course, any difference between school expenditure and the Government subsidy can only be derived from one source—viz. the pockets of the rate-payers. As farmers are not, as a rule, willing payers of education rates, it is advisable for this aspect of the school attendance question to be brought to their notice.

Lancashire. IN their thirteenth Annual Report the Education Committee for Lancashire note that, in spite of many reductions in their work, in one direction at least there is cause for satisfaction—viz. in the greater degree to which facilities already provided appear recently to have been appreciated. The returns from secondary schools show that the numbers now in attendance are 460 in excess of those at the corresponding date in 1914. In several schools it is now impossible to admit more pupils without an extension to the buildings. Moreover, in their visits to the various schools, the Committee have been able to note a distinct tendency for both the length of school life and the leaving age to increase. At this time, when the extension of secondary-school accommodation is out of the question, and the need for secondary-school training a matter of national importance, the Board of Education would be well advised to consider a modification of its regulations regarding accommodation. A classroom planned to seat twenty children will easily accommodate twenty-four. A 20 per cent. addition to the secondary-school places now available would be a valuable help to our resources.

THE Board of Education is setting its face against slates. Mr. Herbert Lewis has stated that they would regard their reintroduction as objectionable on both hygienic and educational grounds.

SCIENCE NOTES.

The Place of Science in Schools. CONSIDERABLE discussion has taken place in the columns of our leading newspapers as to the place of science in education, and it is probable that an appeal for compulsory science in Civil Service examinations will have been observed and commented upon by many of our readers. It should be remembered that, although the signatories were chiefly University professors, the appeal originated with the Public Schools Science Masters. We venture to warn the science masters against basing the claims of science to a share in the curriculum for all boys upon examination requirements. Science is one of the greatest achievements of man, probably man's greatest intellectual work during the last century and a-half, and a liberal education cannot therefore omit science if the matter be considered solely on humanistic grounds. The utilitarian plea put forward by the science masters and professors is a sound one also: we are fully alive to the importance and sound basis of the contention that England needs a more widely diffused knowledge of the applications of science. We may even add the third plea that true science is essentially an education of the human mind on lines which correspond with the natural development of inherited instincts under modern environment.

Student or Examinee? WE claim that science should form part of the training of every boy in our public schools, and our claim is based on humanistic, utilitarian, and psychological grounds. The teaching should recognize these as foundational, and examinations should follow the teaching. It would be most unsatisfactory to permit boys to take up physics and chemistry simply to pass an examination—they must be infused with the spirit of the student rather than with that of the examinee.

Academics v. Actuality. ACCORDINGLY we are not greatly charmed with the examination syllabuses for which we are indebted to the Science Teachers' Association. We have no doubt that these syllabuses have been drawn up with much care by science mistresses of experience, and their lack of vision shows the deadening influence of the pedagogic grind. These are hard words; but what are we to say of a course of mechanics which, in dealing with the composition of forces, restricts the number of forces to *two*, and which makes no reference to mechanism or to the measurement of power? Or of a course of optics which stops short before reaching the telescope, microscope, prism binocular, or prismatic compass? Or of a course of electricity which does not extend to the dynamo and motor? Or of pneumatics and heat which tells nothing about pneumatic tyres and pumps, nothing of steam-engines or of internal combustion engines, nothing of refrigeration and liquid air?

Ready-made Syllabuses. IT may be said, in reply to the above strictures, that several of the above topics, although omitted from the examination for age sixteen, are introduced, or may be introduced, into the syllabus for age eighteen. If so, we would observe that only the few will take the higher examination, and it is undesirable that the majority should have a truncated, and therefore ineffective, portion of a scheme devised for the longer course. The root of the mischief is the attempt to prescribe a ready-made syllabus regardless of the individual requirements of each school.

Why not Calcium? THE syllabuses, which include chemistry, botany, zoology, and geology (why not astronomy?), will serve a very useful purpose if they are used as material for discussion at meetings of the Association of Science Teachers. Many questions of a broad character would soon arise and stimulate fruitful debate. Among the details, too, will be found useful opportunities for constructive criticism, of which we will give an instance. Under "Chemistry" we find "Action of Water on Sodium, Magnesium, and Iron." Now, although the shute method of using sodium is safe, the ordinary methods are quite dangerous and have caused accidents. We suggest that calcium be used by the pupils in place of sodium (the teacher can demonstrate with sodium), since its action on water is easily managed. Further, the lessons in chemical composition and substitution gain greatly by use of calcium, as will be recognized by reflecting on the possibilities of the following:—Oxygen, hydrogen, water, carbon, calcium, calcium oxide, carbon dioxide, acetylene, calcium carbonate. Perhaps the use of calcium may have received a check from the difficulty of cutting the metal in the

form in which it was originally supplied by dealers. This is now got over, as the metal is readily obtainable in wire or filings.

THE Report of the Fourth Annual Conference of Educational Associations has just been issued. It contains several articles of interest to science teachers, including the addresses of Sir Oliver Lodge, Mr. Barker North ("Technical Education—The War, and After"), Miss Durham ("Problems of Heredity"), Dr. Gwynne Vaughan ("Bacteria in Warfare"). The paper by Miss Bickersteth and C. Burt on "Mental and Scholastic Tests" contains results of inquiries put into statistical form, and the very interesting result emerges that the highest correlation of ability in school subjects occurs between English composition and science, which subjects also head the list as the best indicators of general intelligence.

ECONOMIES IN EDUCATION.

THE clamour for economies in education appears to us like a demand that a working man with twenty-five shillings a week and half a dozen children should cut down his expenses. For schools and colleges—a few wealthy institutions apart—have nothing but the necessities of life. It has been, and is, a struggle to get even those necessities. For two generations the fight has been going on, with only this much of result, that the best schools in the great towns have reached a fair level of equipment and efficiency, though even in the wealthiest centres great departments of work for children, such as the medical service, manual training, and open-air schools, are just making a humble beginning. The reduction in the size of classes—the very first need of classroom work in elementary schools—has scarcely even made a beginning. Of the scandal of the beggarly salaries paid to teachers from top to bottom of our educational system, in all save our great public schools, there is no need to speak.

What, then, can we give up? By general consent, building comes first, and we are content to let building go. But, even so, it seems necessary to remind our rulers that good school buildings are intended not as a luxury for the teachers, but as a benefit to the children. Space, light, and air, we believe to be morally and intellectually, as well as physically, beneficial, just as every sensible father does when he takes care that his children shall work and play in large airy rooms, and not in poky, ill ventilated cupboards. Oxygen is a great aid both to learning and to virtue. Nor is the inconvenience of a good sized, well arranged schoolhouse a matter to be treated lightly. The London County Council thinks a great deal of inconvenience. If its members were asked why they had continued in War time the construction of their palace on the Thames, they would probably reply that the inconvenience of carrying on their multifarious activities in scattered offices was growing intolerable. They have thought for their own inconvenience, but none for that of their children.

The next economy which seems desirable is that of forms, statistics, and those endless demands for information which are so beloved of bureaucracies and which are tending to turn head masters into clerks. This economy is, indeed, admirable, but that is only because it would be admirable at any time, in peace no less than in war. Your bureaucrats—the goose-quill class (*Federzeug*) as Frederick the Great used to call them—can never understand that it is better to tolerate a few mistakes than to spoil a good teacher by making him drive a pen for half the day. Perfect correctness in trifles is, in their eyes, the highest pitch of excellence to which man can attain.

Then there is inspection—the double system of inspection, which seems to be necessitated by the refusal of any authority to accept the opinion of any other authority's expert. Here economy is difficult at any particular moment, as it would be impossible to dismiss half the inspectors, and we suppose that it would be too audacious to suggest that, say, 30 per cent., or those who have never taught in a school, should be put to learn their business by taking the place in

the classrooms of teachers who have enlisted. It might even do the old hands good to refresh their memory of school difficulties by taking a turn at the blackboard. Perhaps Dr. Hayward will think about it; it is a favourite idea of his. True, the saving would be a fleabite, but then the Prime Minister tells us that we must not despise fleabites.

It is noticeable that we do not hear much about economies in administration. Possibly our Authorities are doing good by stealth, but we should feel happier if we knew more about it. We fancy there is a good deal of printing of reports, minutes, and so forth, which might well be spared. It would be inconvenient, we shall be told. Just so; anybody may be inconvenienced except councils and committees.

On the employment of inefficient teachers we need waste no words. You cannot "dilute" skilled labour with unskilled in a school as in a munition factory, because all the work demands the highest skill. To further diminish the already inadequate supply of scholarships would be merely to cut down the brains of the next generation, and our governing classes have not shown themselves in this War so liberally endowed with brain-power that we can afford to lose any chance of tapping a new source. The closing of small village schools we call a more respectable expedient. Provided the children have proper opportunities of attending school elsewhere, we see little harm in this device for saving. The abridgment of the school period at the upper end is meant to help the labour rather than the financial problem, but if the release of children goes on increasing at the present rate it will probably render a proportion of the village teachers unnecessary. There is, no doubt, something to be said for letting boys go on to the farms at twelve, for labour is growing scarce in places and we do not believe that any large number of town-bred women will prove competent to do farm work. But Warwickshire, Worcestershire, and other counties are now letting children leave school at eleven. This is too low, and we are glad to note that Mr. Henderson has his eye on the matter. Finally, infants, at least in the better class districts, might perhaps be encouraged to begin their educational career at five instead of three years of age.

The policy of the Education Authorities would appear less mean if we were really at our wit's end for money. But, so far from that, we are, a few hard-hit classes apart, rolling in wealth. Indulgence in every kind of luxury and amusement seems increasing rather than diminishing. Theatres, cinemas, and public-houses never attracted larger crowds. Motor-cars are as numerous as ever, furs and fine dress have become a public scandal, travelling is unchecked, and London hotel and restaurant life goes on merrily. We have plenty of money to spend on eating and drinking and amusing ourselves, but little to spare for our children. Had we not better leave off calling the Germans barbarians?

THE OXFORD SUMMER MEETING OF 1915 AND SOME REFLECTIONS.

By a HEAD MASTER.

IT seems a little out of season in these dark days of winter to discourse about a summer meeting of last year, especially to readers hardly recovered from the riot of Christmas conferences; but the Oxford meeting furnishes me with a better text for a homily, perhaps not unneeded even now. It was held at a time when the minds of most men were absorbed in interests apparently far more vital and pressing than the story of ancient Greek civilization, and a debt of gratitude is due to the Oxford Extension Delegacy for their courage in inviting students to Oxford at all. Yet the promoters were justified for their wisdom and their daring. Naturally there was some falling off in numbers, but well over five hundred students attended. Most of them, of course, were women, but there was a fair sprinkling of men—men of all ages, all sorts, and all conditions.

It was an oddly assorted gathering, and we who made it up went, I suppose, for various reasons. To speak for myself, I went not only that the reservoirs which had run low during a long and difficult term might be filled and freshened, but more particularly for the healing of my soul and in order to forget, if possible, for some little while and in some slight measure, the terrible business with which the civilized world was occupied.

Asphyxiating gases and high explosives had got on my nerves and some remedy had to be sought, and in the picturesque courts and the old-world gardens of Oxford one hoped that the spirit of beauty, frightened by the din of contending armies, might yet be found in a last refuge on earth. And though, of course, the hope was a delusion, and though the echoes of the War were loud enough in Oxford, yet there is no doubt that some of us did come away refreshed greatly in spirit and with more hope and confidence in the higher things and the nobler achievements of life. One learnt to see the War, if not *sub specie aeternitatis*, yet at any rate as an historical episode—terrible and almost unprecedented, it is true, yet still as falling into its place among, if greater than, the fierce struggles of antiquity. The arrangements for the comfort and convenience of the students were, as always at the summer meetings, admirable. The usual congress rooms at the examination schools were unavailable, but there was more than compensation for this through the gracious generosity of the Dean and students of Christ Church who placed their stately and spacious hall at the disposal of the Extension Authorities.

Some of us renewed our undergraduate life by inhabiting college rooms once more and once more enjoyed the happy feelings of youth and freedom and supreme indifference to comfort. But it was, of course, the lectures that counted for everything, and here we were particularly fortunate. After a fairly long experience, both of attending and delivering lectures, I can truthfully say that I have never heard a better all-round series. How often the most learned and able men are the dulllest of lecturers! Those who are really masters of their subjects are often the least capable of expounding them. But there was nothing of this kind at Oxford last August. The organizing ability of Mr. J. A. R. Marriott had brought together a wonderful team. We had the Regius Professor of Greek at his best, and what could be better than that? Full of deep learning and not without a pleasant humour, his lectures were delivered with a sure artistic finish, and illustrated in a convincing concrete fashion the best qualities of the nation whose genius he was expounding. The sense of proportion, the *μηδὲν ἀγάν*, the delicate subtlety of thought, the grace and beauty of Hellas were excellently portrayed. And let it be said that the great merit of Prof. Gilbert Murray's lectures, as of most of the others, was that they were stimulative, provocative even, daring sometimes, never mere fact-giving. It is possible that some of the students—particularly perhaps some of those women whose presence at these meetings is always a strange problem—were lulled into a beautiful but ineffective and delusive dream of scholarship by the rhythmic utterance and pleasant phrasing of the lecturer, but to most the words were a challenge to labour and research rather than an invitation to indolent acceptance and secondhand scholarship.

It is invidious to particularize lecturers, but I cannot refrain from expressing my deep appreciation of Mr. Temple on "Plato," Dr. Wicksteed on "The Greek Dramatists," the Master of University on "Ancient History," and the Principal of Exeter on "The Greek Mysteries." All gave of their best and we felt with deep thanksgiving that English classical scholarship need not fear to challenge comparison with that of any other country. And perhaps the predominant feeling that remained in one's mind was regret for past opportunities missed and a determination not to neglect them again. And then came the wonder that no masters from the bigger public schools—the very homes and shrines of classical teaching—were present. There was a goodly number of women teachers, but I believe the number of men

absolutely engaged as schoolmasters was exactly one. Of course, one hastens to add that there were first-rate excuses on this occasion. No doubt very many were engaged on War work of some kind or description. But, unfortunately, the case is usually the same at all these meetings. And that gave rise to the reflections which make up the second part of this paper. Is the accusation, so often put forward, a true one that schoolmasters do not take their profession seriously enough? And not only this experience, but much corroborative testimony, has convinced me that the indictment is justified.

Very few schoolmasters—especially in the so-called public schools—are really keen enough on their profession. Why is this? Women teachers do not suffer in this respect. They are usually enthusiastic enough, particularly in their earlier years—sometimes perhaps too keen and too conscientious—to the detriment of their own health. But they certainly put men to shame. And this fact is really a most serious one and counts for very much that is wrong in our educational standard. Of course, we have the regular stock excuse. Teaching is an exacting profession, and during the holidays the teacher must recuperate his jaded energies and recharge his exhausted nerve-cells by rest, by sport, by travel. There is, of course, some truth in this, but not very much. One feels that the only justification for the long holidays is the opportunity for gaining knowledge and undertaking research. Besides, is the brain so often seriously overtaxed during the term? No doubt the continual presence of young people is a drain on the vital powers. But in their absence fresh stores may well be laid in. And now that we are hearing, more constantly than ever, exhortations to reform and amendment, it is well to take thought and consider. Prominent men of the day—without much real understanding of the problem, it is true—preach the same lesson from the public platform, and the press is always with us (or, perhaps, more often against us). The air resounds with warnings to prepare for the bad time coming.

We schoolmasters are denounced for many sins, and that we are guilty of some I should be the first to admit. But it is usually the sins of others for which we are castigated. The people as a whole are responsible for the comparative failure of our education, and they love to have it so. And why? Because they will not realize, and none of their leaders will tell them, that the problem of education is in one sense ridiculously simple, though in another overwhelmingly difficult. For the problem of education is just the problem of the teacher. It has been said before, but it needs repeating and emphasizing till even the dull ears of our politicians give heed. Given the teacher, all other difficulties will disappear. Questions of the subjects taught matter very little; what does matter is the way they are taught. Hours of teaching are important: yes, but how they are employed is more important still. Problems of homework, discipline, health, physical training will all be solved or will solve themselves if you get the right teacher. To parody Plato's famous statement, all the systems of education fondly and cunningly devised by experts or others will fail, and fail hopelessly, until the educators become philosophers or philosophers become educators. In vain the infinite labours of the Board of Education will work out an intricate and wonderful system of examinations. In vain will you add inspector to inspector and director of education to education director and create councils and committees *ad infinitum* and *ad nauseam*. In vain you employ clerks by the thousand and consume stationery by the ton. You are not an inch nearer the solution of the problems than you were before. Indeed, you are much farther away. You have come to believe that statistics are education; you have invented the most expensive and the most complicated machinery; you have drawn up the most delightful syllabuses; you have issued the most admirable pamphlets and the most wonderful circulars; you have created a staff of most courteous and charming but absolutely futile officials, and you had better begin afresh by scrapping the whole lot.

What is the use of this fearful and wonderful system if

you have no teacher? When will the authorities, when will the country, see this? What is the great indictment against the Board of Education and the so-called statesmen responsible for it? It is that they have begun at the wrong end. All their work may be laborious and is no doubt showy enough, but we could have worried along without it until the teaching profession was made attractive enough to tempt the best brains into it. And by "attractive" I do not mean entirely from the monetary point of view. However, we need not stop to consider what attractions are necessary. They have often been stated before and will leap to the mind of every thinking person. Enough that a cunning examination system and learned and laborious documents from the Board are not among them.

Obviously, the first step is to appoint as President of the Board of Education the ablest man in the country, and give him at least a year to consider the question. The rest will follow. Then we may get some approximation to a real system—a system that does not regard the teaching of a multiplicity of subjects or the amassing of innumerable facts or the passing of examinations as the end or ideal of education, but the enthusiasm for learning, the desire to know, not in seeming but in reality—the ambition to become, if not the spectator of all time and all existence, at any rate a wise and truthful and earnest seeker after the eternal verities of life.

JOTTINGS.

DIRECTORY OF EDUCATIONAL ASSOCIATIONS: CORRECTIONS.—The Secretary of the Schoolmasters' Association (Ireland) is Mr. J. Thompson, M.A., The High School, Dublin. Dante Society.—Chevalier Ricci is dead. The new Secretary is Mr. Henry Cart de Lafontaine. The Annual Meeting will be held in June at 38 Conduit Street, W. Genealogical and Biographical Society.—Prof. Ricci was also Secretary of this. The name of his successor has not reached us. Head Mistresses' Association.—The address and telephone number were changed on March 20 to 92 Victoria Street, Westminster, and Victoria 2887.

MR. WILLIAM EDWARDS, M.A., Head Master of Heath Grammar School, Halifax, has been appointed Head Master of Bradford Grammar School. Miss K. Jex-Blake, who has been a Lecturer at Girton College since 1885, and Vice-Mistress since 1903, has been appointed to the headship of the College.

ELSTOW SCHOOL, Bedford, formerly Bedford County School, now a private property, has been closed.

ROLL OF HONOUR.—Captain and Adjutant R. P. Dunn-Pattison, 6th Devon Regiment, sometime Lecturer on Modern History at Magdalen College, Oxford, and Captain G. C. Watson, of the same regiment, Assistant Master at Colston's School, Bristol, have been killed in Mesopotamia; Major Edward Freeman, 10th Royal Welsh Fusiliers, grandson of Prof. Freeman, and Captain Arnold Burrows, 6th Northamptonshire Regiment, Assistant Masters at Mercers' School, E.C., in France; Captain E. R. L. Hollins, 9th (attached 8th) Lancaster Regiment, Assistant Master at The Grange, Wimborne; also Lieutenant R. T. M. Lias, 9th Sussex Regiment, Senior Scholar of Trinity College, Cambridge, and Master at Victoria College, Alexandria.

The Guild of Cheltenham Ladies' College made a gift to the Army Medical Service of an X-ray apparatus for use in the field, and recently learnt that it was used on the King after his severe accident in France. The Guild also maintains a hospital in Cheltenham.

The *Schoolmaster* states that there are 11,400 men teachers serving with the Forces, and about 9,000 have attested. There are 236 women serving as nurses. Of the men, 232 have been killed.

In Scotland, Mr. McKinnon Wood tells us, the teachers who have enlisted or attested number 2,275 out of 3,736 of military age.

MR. ALGERNON LATTER, M.A., Master of the Junior School at King's College, Canterbury, has been appointed Head Master.

"I STROVE WITH NONE" (LANDOR).

Ambitione procul, famae securus inanis,
Ruris amans vixi, totus in arte mea.
Sic genio indulsi calida fervente juventa.
Labitur in cineres fax, abeoque libens.

F. S.

MR. SPENSER WILKINSON has reissued, under the title of *The Nation's Servants* (Constable, 6d. net), three essays published in 1903. He finds nothing to modify by reason of the War, and still holds that the Army will take from the public schools not the best boys, but the second best. The reform to be pressed for is, therefore, to improve the education given to the ordinary boy at a public school.

THE Teachers' Guild Council have arranged for a Conference on Educational Reform, to be held at 9 Brunswick Square on the 14th inst., at 3 p.m. The chair will be taken by Sir Henry Miers, and specialists in all branches of education have consented to attend. The problems to be discussed include the reform in curricula, examination and inspection, training and supply of teachers, extension of educational facilities for all after the age of fourteen, and other reforms which the War has shown to be indispensable.

DR. H. J. SPENSER, acting on medical advice, has resigned the head mastership of University College School, Hampstead, in which post he succeeded Mr. Paton in 1903. Dr. Spenser took a First in the Classical Tripos of 1888. He had recently been appointed Rector of the High School, Glasgow, when he was elected to the present head mastership, and it was under him that the school was removed from Gower Street, and has increased its activities and numbers in its new quarters.

THE REV. ST. J. BASIL WYNNE WILLSON has been appointed to the Deanery of Bristol. Canon Wynne Willson succeeded Mr. Fletcher as Master of Marlborough College in 1911. Previously he was Assistant Master at Rugby, and for six years Head Master of Haileybury College in succession to Dr. Lyttelton.

MR. C. LOWRY and **MR. W. W. VAUGHAN** as representing the Conference and Associations of Head Masters, appeal through the press to the governing bodies of schools not to overlook, in appointing to head masterships, the claims of assistant masters who are engaged in fighting for their country. Some recent appointments tend to show that the warning is not uncalled for.

MESSRS. VICKERS (Limited) are endowing a Lectureship in Russian at Sheffield University.

A SERVICE of Intercession for Teachers will be held at St. Paul's on the evening of Ascension Day, June 1, at 6 p.m. The preacher will be Canon Nairne. Teachers willing to help with the singing are requested to write to Mr. Alan May, 31 Bonham Road, Brixton Hill, S.W.

PROF. W. A. KNIGHT, who died last month in his eighty-first year, was best known to the public of to-day as the historiographer of Wordsworth, whose complete works and life, in eleven volumes, he edited in 1881-9, but to an earlier generation he was familiar as Professor of Moral Philosophy in the University of St. Andrews, the advocate of the since discredited L.L.A. degree, a voluminous editor of popular volumes on philosophy, and a lecturer. For his literary work he was granted a Civil List Pension, and enjoyed a well earned repose in his home at Greta Lodge, Keswick. His memory is recalled by Prof. Harper's new *Life of Wordsworth*, just published by John Murray (2 vols., 24s. net), which we shall review next month. Prof. Harper, of Princeton University, has devoted many years of research to the work, and has been able to reveal an unsuspected *liaison* of Wordsworth's early life in France, which to the poet's first biographer, the Bishop Nephew, and to Prof. Knight, was a sealed page.

In the many full and appreciative obituaries of Mr. Stopford Brooke we have seen no reference to his connexion with the College for Working Women in Queen Square, of which he was the last President. After a long career under its capable Principal, Miss Gould, and the devoted labours of teachers and amateurs, such as Mr. Ebenezer Cooke, Lady Colvin, and Mr. W. Marshall, the College collapsed for lack of financial support, and Mr. Brooke failed to enlist the sympathies of his congregation. It has been

said, with some justice, that for Mr. Stopford Brooke's theology we must consult his literary works, and for his poetics his sermons. He first made a name as a preacher, and later found his true vocation as an interpreter of English poetry. He combined in a rare degree profound knowledge and critical appreciation. To many of us his studies of Tennyson and Browning came as a new revelation, and his *Primer of English Literature*, which dates back to 1876, is still the best book of its kind.

MR. JOHN CLAY, whose death took place on March 20, was for nearly thirty-five years Printer of the Cambridge University Press, having joined his father, C. J. Clay, as partner while still an undergraduate. He sat on the Town Council for many years as a University representative, and was justly proud of the fact that two-thirds of the Pitt Press employes were serving with the colours.

MR. W. M. HUGHES, Prime Minister of Australia, has paid a visit to the Burdett-Coutts Schools, Westminster, where he spent eight years as pupil and pupil-teacher. In his speech to the children he recalled the visits of Matthew Arnold as the only bright spot in the darkness, when payment by results was in vogue.

A CONFERENCE for teachers and social workers will be held at "The Hayes," Swanwick, Derbyshire, from April 25 to 29, under the auspices of the Empire Guild of Teachers.

To the vacant head mastership of Colchester Royal Grammar School Mr. H. J. Cape, Head Master of the Rochester Mathematical School, has been appointed. Of the 97 candidates, no fewer than 41 were already head masters of secondary schools. Mr. Shaw Jeffrey will continue in office till the summer holidays.

THE Secretary of the Maria Grey Training College desires us to correct as follows a paragraph in our last issue: "Of the seventeen students who presented themselves for examination in proficiency in teaching in June last, sixteen were successful, one obtaining First Class Honours; those who entered in December were also successful. Ten students entered for the Final Examination of the National Froebel Union; all passed, four obtaining First Class Certificates."

IN the evening schools of the London County Council there are 4,343 students of French. The adherents of German, Spanish, Russian, and Italian together muster 963. These are not healthy figures. The demand for the four latter languages ought to be a good deal more than one-fifth of the demand for French.

MR. C. H. TREMLETT, B.A., Assistant Master at Fettes School, has been appointed Head Master of the King's School, Bruton.

It may not be generally known how small is the provision in our Universities for the teaching of any languages other than French and German. Neither at Oxford nor at Cambridge is there a Chair of Spanish, Italian, or any other modern European language. London possesses a Professor of Italian and a Professor of Russian; Liverpool has established Chairs of Spanish and Russian, and here and there may be found lecturers in lieu of professors. But the whole provision in England for teaching modern languages is hardly equal to that of Berlin alone, where, according to Prof. Gilbert Waterhouse (see his recent letter to the *Times Educational Supplement*) there were, in 1910-11, 148 courses of lectures, each term dealing with 31 modern languages. The accumulated teaching power of all the English Universities might perhaps be equal to that of Leipzig, where only twelve languages are taught, which however, include Turkish, Bulgarian, and Rumanian—tongues unknown in our lecture-rooms. French, German, Spanish, Italian, Russian, with Portuguese in one University, constitute, we believe, the whole tale of European languages for which our Universities provide.

ON February 26, M. Jaques-Dalcroze gave a lecture-demonstration to a crowded house at the Strand Theatre. A class of children, mainly from Moira House School, Eastbourne, were given a lesson by M. Dalcroze. Here he was revealed as the consummate teacher and friend of children: a little six-year-old, who had never had a lesson from him before, responded as if there were no watching throng, and as if they were friends of long standing. Then followed a demonstration by pupils of the London School. This was very delightful, and showed a great advance in the work since last summer. The whole performance should assure the public of the good and thorough work that the London School is doing.

THE INSPECTORS.

OUTSIDE: a February day, at its murkiest and wettest, was glooming down into a city evening. Inside: there were spring flowers—violets in a green pot, a cluster of mimosa, a jar of pink tulips were fragrant with suggestions of an atmosphere of cultured leisure. In reality they gave a colour to a small suburban sitting-room—one of two "apartments" which the thrifty, harassed mechanic's wife was glad to let to one of that least troublesome class of lodgers—the school teacher.

* * * * *

The woman with the tired face bent over the flowers in turn. "Oh, you beauties! How I love you—I love you!" In the tone there was a fierce hug rather than a mere caressing touch. She flung herself down on the one couch and closed her eyes. With tense nerves slackened, she dreamed for a few precious moments—a dream in which there were green, wind-swept spaces and open sky and the scent of the rain-washed earth.

An hour later exercise papers and red ink had created their own atmosphere in the little room; the tenseness had reappeared in the face and figure of the woman. Conscientious even beyond the degree of most women of her profession, she was held in the grey, tyrannous toils of the present; while, in moments of depression, she felt the uncertain terrors of the phantom future. Her interest in her work was a live one, but always coupled with the artist's consciousness of the far-offness of the ideal, and occasionally, when she forgot to be serious, with a humorous apprehension of the futility of the modern educational grinding at the mill. "How much I should like teaching if I had not to be paid for doing it" was sometimes her exclamation—unintelligible, perhaps, to any but herself.

On this particular February evening the bonds of the Present seemed to have slackened a little. Pay day had come round; perhaps it was that (alas for logic!) There had been the walk, misty and wet as it was, across the wind-haunted common, the modest recklessness of the flower-purchase. She suddenly flung down the "Tom Thumb" marking pen, got up, and—it was an old remedy—began to recite verses from her favourites, with the "Ode to a Nightingale" as climax.

But her audience, "The Development of European Nations." &c., presented stolid backs, the red-ink blot on one of her papers stuck there unblinking.

The rhythms had set her brain a-dancing, the limbs followed. Round and round the room she pirouetted, swayed, curtseyed, till, with a breathless, "There! Now I feel better," she went back to her books. A knock at the door, and the entrance of a fresh-faced young woman in nurse's dress found the teacher deep in "The Political and Economic Results of the Napoleonic Wars."

"How well you are looking to-night!" remarked the newcomer. "Not —"

"As tired and old as usual, eh, Prue? Oh, yes, there is never anything the matter with me except being tired, you know," laughed the woman.

"Are you coming to the votes for women meeting to-night? It will be rather exciting. Mrs. F. will be in fine form. But I forgot—you look upon meetings as a rare luxury. Poor Nancy!"

"Or as an evil—quite unnecessary? But I could not possibly go even if—. You see, I have had my walk." ("Ugh!" put in Prue.) "And, look here," with a rueful glance at the littered table, "and the Inspectors are coming to-morrow, so I must go to bed in more than my usual good time."

"Surely you don't mind them!" exclaimed Prue, with a glance half incredulous and all admiring.

"Oh, don't I!" After a pause: "To have a strange beast—man, I mean—walking into the room, breaking in upon the atmosphere of my class for five minutes, or half an hour

shuts me up inside. All my deficiencies seem to overwhelm me in a heap, and I am a wretched mass of nerves. Silly, isn't it? And at my age too! A great deal depends on this Inspection-to-morrow." Her look grew gravely wistful. "You know we are coming under the — Council. I ought to have been educated up to this sort of thing, but I wasn't, and my undisciplined nature doesn't take kindly to this twentieth century kind of feudalism. Now I am lecturing" (with a laugh). "You'll be late, dear. Good-bye. They also serve (a cause?) who only sit at home and sweat. I am getting very slangy in this Cockney world."

Then, her visitor gone, "Dear little Prue, she is young and fresh. But it will come, it will come. Poor little Prue!"

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At last the woman with the tired eyes and the young heart was ready to retire. The mists had vanished, and there was not a cloud in the sky.

Following a habit of childhood, she peeped out before she crept to bed, and said "good night" to the twinkling stars. Then, folding her hands together as if it had been twenty-five years ago: "And please, dear God, help me not to mind the Inspectors!"

A. D. S.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

QUARTERLY REPORT OF THE GUILD.

The Council met at 9 Brunswick Square on January 21, 1916. Present: Miss H. Busk, Mrs. Bannister, Dr. J. Brough, Mr. R. F. Charles, Mr. G. F. Daniell, Miss Helen E. Downs, Mr. E. K. Hanson, Miss M. Hockley, Mr. T. L. Humberstone, Mr. P. B. Ingham, Miss H. A. Martin, Dr. W. G. Sleight, Miss K. Stevens, Mr. W. Trevor H. Walsh, Dr. Jessie White.

In the absence of the President, Mr. Daniell proposed that Mr. Walsh act as temporary Chairman. This was duly seconded and carried.

The Council proceeded to appoint a Vice-Chairman.

Mr. Daniell proposed, and Mr. Walsh seconded, that Miss Busk be reappointed Vice-Chairman of the Council. Carried unanimously.

Miss Busk then took the chair.

The minutes of the last meeting of the Council were read and confirmed.

The Chairman proposed, and Mr. Daniell seconded, that a cordial vote of thanks be accorded to the retiring President, the Rev. Canon J. H. B. Masterman, for his frequent attendances at the meetings of the Council and at Committees, and the large amount of care and attention that he gave in promoting the welfare of the Guild and in helping in the decisions as to the rehousing and development of the work of the Guild. Carried unanimously.

The Chairman proposed, and Miss Stevens seconded, that Mr. Daniell be reappointed Deputy-Chairman of the Council. Carried.

A letter of resignation was read from Mr. J. S. Wise. The General Secretary was instructed to write a letter thanking him for his past services.

It was agreed to ask Canon Masterman to fill the vacant place on the Council.

The Council proceeded to appoint the Executive Committee. It agreed to reappoint the ten members of the late Executive Committee now on the Council, and to invite Miss Hockley and Mr. Hanson to take the place of Miss Holmer and Mr. Wise, resigned.

The Education and Library Committee was reappointed.

The Finance Committee was reappointed, with the exception that Mr. Walsh was appointed in the place of Mr. J. S. Wise.

Five nominations were made for the four representatives of the Council on the Club Committee, and, a ballot being taken, the following were appointed:—Miss Dearden, Miss Fewings, Mr. Ingham, Miss Martin.

The Thrift and Benefits Committee was reappointed.

It was agreed to re-elect those members of the Psychological Research Committee who were members of the Teachers' Guild,

and that the Chairman of the Committee be allowed to invite others to take part in the discussions.

Mr. Daniell and Mr. Fuller were appointed representatives on the Joint Scholastic Agency.

Mrs. White proposed, and Mr. Daniell seconded, that the following be appointed as representatives on the Joint Agency Committee under the new scheme:—Miss Busk, Miss Martin, Miss Hockley; and that the representatives for last year be asked to act until the new scheme comes into force. Carried. Later Miss Hockley asked to be allowed to withdraw her name, and Mr. J. S. Wise has been asked to retain his representation.

A letter was read from the Central Committee of National Patriotic Organizations. Miss Busk agreed to watch the proceedings on behalf of the Guild.

The following were elected members of the Guild—namely, Cardiff, 1; Ipswich, 1; London, 7.

It was agreed to contribute £1 if necessary towards the cost of the Report of the Conference of Educational Associations, and to have a reprint of the Presidential Address to be sent out with the next number of the *Teachers' Guild Quarterly*.

A letter was read from the Hon. Secretary of the Dublin Centre stating that it had been resolved to dissolve the Centre. The General Secretary was instructed to write and ask for further particulars.

The report of the Finance Committee was received. It was resolved to put on record an appreciation of the services of the Auditor, Mrs. Harold Cox. An application having been received for the hire of the Committee Room, it was agreed to refer the matter to a small Sub-Committee, with full power to act, but the Council were of opinion that it was undesirable, in consideration of future needs of the Guild, to let this room.

Mr. Charles proposed, and Mr. Walsh seconded, that the Sub-Committee consist of the Vice-Chairman and the Chairman of the Finance Committee. Carried.

The Chairman of the Finance Committee announced that a member offered a loan of £25 for ten years, without interest during the first three years, provided nine similar offers (i.e., a total of £250) were obtained before February 1. So far a total of £112. 10s. had been promised; so, unless £137 were found before the end of the month, those offers would lapse. He promised to try to persuade those who had offered sums of money on loan to meet the Builder's Account to extend the time limit of their offer.

It was proposed from the Chair, and carried, that the agreement for the Joint Agency for Women Teachers be sealed, subject to the exact form of the agreement being approved by the Executive Committee.

Regarding the Memorandum on L.C.C. retrenchments, it was reported that the request that a deputation might be received by the L.C.C. had been refused. It was agreed to alter slightly the Memorandum, making it more general in character, and to send it to the Board of Education and the press.

It was agreed that, unless the Vice-Chairman and the Secretary decided that there was not sufficient business, the Executive Committee meet on the third Thursday in each month, and that the following dates be sent to the President for him to choose the most convenient for Council meetings—namely, March 31 or April 7, June 2 or 23, October 6, 13, or 27, December 15.

Note.—The President has selected for Council meetings—April 7, June 2, October 13, December 15.

The official Report of the Fourth Annual Conference of Educational Associations, held at the University of London, January 1916, has been issued, and can be obtained from the Secretary of the Teachers' Guild, 9 Brunswick Square, W.C., price 1s. 6d. post free.

SCHOOL GOVERNMENT.

By CHARLOTTE M. WATERS.

I.—THE AIM.

IF I define the aim of education as the full and complete development of every power possessed by each individual man and woman, probably few teachers will recognize that I thereby challenge the educational system of 99 per cent. of our schools. The shibboleth is accepted and has as little effect on the average teacher's conception of his office as the old twelfth axiom of Euclid had on the average schoolboy's notion of parallels. This is a sweeping statement; let us see how far the various types of English schools aim at this goal. Questions of means I reserve for a second article.

Foremost in time, tradition, and reputation come the great

Public Schools. The first thing that strikes one about them is that they aim at a type, the individual is nothing. Each school has its own peculiar characteristic, and in the public-school world it is not difficult to detect in any given acquaintance the school he comes from, while, even where this is not possible, the general "public-school tone" is unmistakable. Now, I am far from arguing that this conformity to type is entirely bad, but it undoubtedly has its dangers for the individual. Whether it is possible to keep the good of the type and yet give free play to the potentialities of the individual, there is as yet no evidence; but the public schools are making no concerted effort in that direction. The type has its fine qualities; it can rule and it can obey, and it has a definite and, within somewhat narrow limits, a fine code of honour, to which it nobly adheres; above all, it supports authority, not that of a tyrannos, but of a strong and able oligarchy. It is, no doubt, an excellent school for the Empire's pro-consuls. In form, its government is an autocracy, handicapped by tradition and associations of old boys and mitigated by a prefectual system, of which, however, the personnel is the nominee of the autocrat. Intellectually it aims at producing scholars, in the narrowest academic sense of that word, and it succeeds in smothering the rest of its *alumni* in the indifference of intellectual sloth. It not merely does not develop, it does not recognize as existing, half the potentialities of its pupils. It has stifled the individual in the citizen almost as drastically as did Sparta. That the result is not more fatal is mainly due to the freer life of the Universities, to which proceed a larger proportion of its pupils than is possible from any other type of school.

Having considered the highest class of our boys' schools, let us take that of our girls, passing over the private schools, which, for good and for evil, are outside the organized or semi-organized system of the country. This class consists almost entirely of day schools and has committed itself to the policy of controlling but a small part of the girls' time. This gives it a bias towards a purely intellectual gymnastic, and thereby exactly reverses the tendency of the boys' boarding schools, which place instruction in a position secondary to character training. There is, too, another factor that works in girls' schools to an end different from those of their brothers. Born of the struggle for self-realization forced on the women of the mid-Victorian era, founded and staffed by those who were imbued with a passion to prove the intellectual capacities of their sex, the high schools have concerned themselves pre-eminently with brain-power and have lived in an atmosphere of rivalry. The duty of self-sacrifice was, no doubt, taught and, in small matters, practised, but the fundamental basis of the training gave it hourly the lie; for success—open, easily gauged success—was, and is, the dominant aim of every teacher and of most of the pupils. Examination successes filled the horizon and stultified the intellect of generations of girls, and only recently have there been any signs of their waning influence. Even now there are schools whose whole reputation is based on scholarship successes, and which regard a "First" in a University Tripos as the highest summit of human achievement. Where such is the ideal, it is needless to say that many of the potentialities of the individual die of inanition. The average girl who leaves the high school in its fifth form has, perhaps, a little more knowledge, but she is quite as uncultured and undeveloped as her brother who quits Eton or Rugby at the same standard. And she has not, as he has, developed any civic virtue or any corporate feeling. There is little or no corporate life in many of these schools; even the games are left to the few with the natural bent for them, and the result is only too obvious in the utter lack of professional feeling or loyalty to comrades that marks the bulk of women as compared with men. The leaders of girls' education have done more for the individual than their brothers, but have cast away the one great achievement that they might have learnt from them. Where, in some schools, character training holds as honourable a place as intellectual development, the aim is again a type and as conventional a type as the other. The convention differs, since "girls are

different from boys," but the difference is not in its favour. Authority and mechanical obedience to law are even more rampant than in the great public school. The aim seems to be very much what Grant Allen said of Girton, "to see how far you can educate a woman without emancipating her." For "educate" read "instruct."

I pass over the smaller boys' grammar schools; their aim is merely a copy of that of the great public schools, their success varying from a very fair substitute for its virtues to a caricature of its vices. The newer secondary schools, both boys' and girls', are, on the whole, staffed with teachers more in touch with modern educational problems, and, consequently, are more practical and often more alive. The individual undoubtedly gets more attention in these schools. Nothing is more marked, I think, in the educational world than the intense devotion and attention to the individual shown by the speeches of the Heads of these schools, wherever they mount the platform. They are young, they are attacking a new problem and are unhampered by tradition. As a whole, they are keen on experiment and not anxious to press into the new bottles the old wine of their own high-school or public-school training. Their schools fail, however, in complete aims, the girls' mainly lacking the corporate spirit, the boys' still cursed by the tradition of contempt for intellectual pursuits. And all these four types of schools are founded on a false basis that must for ever preclude a healthy development. This basis is the assumption that the child, whether boy or girl, is a dangerous animal, both to himself and to others, and that education is largely a business of heading him off destructive activities and dangerous adventure, and herding him along the broad and wide road of the majority. He is disciplined, but never self-disciplined; is taught the duty of obedience, but never the diviner call of revolt; is surrounded by an atmosphere in which to be inconspicuous is a merit and eccentricity a crime. Through it all runs the assumption that, left to himself, he is bound to go wrong; that his nature tends to evil and must be compelled towards right; that he and authority are bound to be at issue through most of the long years. The system does not aim at producing people who can think, only people who can herd.

I have not referred to the elementary schools, but the same indictment has been brought against them by others more able to speak of them than I. A recent writer, with a painfully intimate knowledge of his subject, has called the system of our elementary education "the conspiracy against children." It is based on the same idea of the congenital naughtiness of the child; the teacher cannot, if he would, consider the individual. (Let those who blame the elementary teacher try to handle sixty ten-year-olds on any principle but that of the drill-sergeant.) Corporate life is less existent than in any other kind of school, and instruction is the be-all and end-all of the teacher's life.

But there are a few schools in each of the classes that put another aim before them. Several of them are private schools, and so outside the scope of this article, but some are high schools or county and municipal schools, under heretical Heads, while scattered up and down the country are not a few elementary schools doing the finest work of all. These schools desire the exact opposite of the present system. For the individual they desire the fullest possible development of every faculty; for the community they aim at producing a civic sense of "each for all and all for each." Their common factor is the attempt to produce the man or woman who thinks. Now this ideal I propose to discuss, and later to suggest the machinery for attaining it. To develop every possible faculty, "head, heart, and hand," how few schools attempt this even on the intellectual side! We constantly and progressively extend the curriculum, and with what poor results! It is not the curriculum that wants altering, it is the atmosphere; it is not what you teach, but how you teach it. It is possible to get a more all-round training out of one dead language than some of us now get out of ten or eleven subjects. I can conceive more hand training in the production of a Latin play than in many a term of

so-called "manual instruction"; more "heart" training in the living study of one book of Virgil than in all the "religious instruction" or "moral education" spread over the dreary years of school life. It is not the dry bones of instruction that develop faculty, it is the exercise of the boy's or girl's whole soul on the task in hand. Every series of lessons should give scope for brain and body and character, and will do so if the teacher will be content to guide and leave the pupil to do. You may listen in a herd, you cannot act in a herd. The key-note of individual training is doing. A school that aims at this ideal will regard itself as a failure for every pupil it turns out with a single power not in a state of nascent development. The growth need not be advanced, but the growing-point must be there.

As a community such a school will cultivate the civic sense; for the rivalry of our present system it will substitute co-operation; the test of rightness will be the communal welfare. It will aim at the old Athenian ideal, the maximum of individual liberty compatible with the maximum of devotion to the State. And the product will be a human being who *can*. In estimating success, knowledge will take a second place, information will be regarded as of the merest utilitarian value, power will be the real criterion. What a man can do, what he has the power to learn, will be the standard of our esteem. "Get wisdom, and, with all thy getting, get understanding." We shall not rate the success of the school by its pupil's achievement at eighteen, but by his promise for thirty. In character we shall produce a human being with powers of imaginative sympathy, alert for the call of his fellows, and filled with a loyalty that, beginning at school, will not stop there, but extend in ever widening rings to every relation of life: self-realization for the end of self-devotion. The revolution of our school machinery of government necessary to the furthering of this ideal I hope to deal with in a second article.

CORRESPONDENCE.

F. E. THOMPSON OF MARLBOROUGH.

To the Editor of The Journal of Education.

SIR,—The thanks of all who knew and honoured F. E. Thompson are due to you for the admirable accounts of him published in this month's *Journal of Education*. As an old pupil of his in the seventies, I can bear witness to the truth of what is said in your pages of his teaching as master of the Upper Fifth, which remains fresh in my memory after many years. Whatever he touched was vivified by his keen interest in the things of the mind and the breadth of his sympathies. I recollect as specially instructive, and a striking innovation upon the usual curriculum, his lessons on the history of Europe from Julius Caesar to Napoleon Bonaparte, based upon Freeman's *General Sketch* as a textbook, and illustrated by frequent reference to Bryce's *Holy Roman Empire* and other works. A vast subject, and one not easy to make interesting or even intelligible to boys. Here the *esprit d'ensemble* which was characteristic of Thompson, and his firm grasp of the essential, came into play. He was always adding to his knowledge, and kept up with current literature and thought to an extent which few busy schoolmasters find possible. After his retirement, his activities and occupations were manifold, and old age seemed to make almost no alteration in him. In the last letter I had from him, he spoke with warm appreciation of the poems of Charles Sorley, a young Marlburian of high promise who has fallen in the War, and of an article by the boy's father, Prof. Sorley, on Mr. Balfour's Gifford Lectures.

"One of his few surviving colleagues" mentions that it was only after Thompson had left Marlborough that he (the said colleague) came to know fully his powers as a public speaker. I myself well remember that the little speech

which he delivered when the Beesly memorial library was presented to the school a few years ago revealed to me a gift of natural eloquence which I had never before suspected in him. How good a writer of English he was may be seen from occasional papers such as the reminiscences contributed by him to the *Life of F. W. Farrar*, which make one wish that he had written more.—I am, Sir, yours faithfully,

C. L. D.

March 6, 1916.

THE BILINGUAL POLICY IN CANADA.

To the Editor of The Journal of Education.

SIR,—With reference to the article that appeared in the March issue of *The Journal of Education*, I beg to state that your very sensible remark—"It would be an excellent thing for the future unity of Canada if the English (and French) speaking inhabitants of that fine country would learn each other's language"—is the best advice that could have been given to the Canadians. Canada, as few people know, is in the same predicament as Mauritius, so far as the English and French languages are concerned, with this difference, however, that in Mauritius the course recommended has long been in practice, with the result that the same local barristers and attorneys can plead one day in good English before English judges, and the next in excellent French before Mauritian District Magistrates, in whose courts the liberal English Government allows French to be used. What Canada, therefore, requires is a liberal-minded Director of Public Instruction, like the one now in Mauritius. When this learned gentleman—an M.A. of one of the English Universities—took up his new duties in that British colony, he understood at a glance the policy of the English Government and the feelings of the inhabitants. He did not in the least interfere with the traditions of that country. He even, like the sensible man he is, hastened to give the finishing touches to his theoretical knowledge of French, which he now speaks fluently and well, in order to be able to superintend personally every subject taught in the schools, as well as those that are taken up by the "Royal College," the only secondary school in the island—a school that has been affiliated to the Universities of Oxford, Cambridge, and London for nearly fifty years.

For the last sixteen years that this Director has been in office he has always made it a point to encourage the study of French and English all over Mauritius. This is exactly what should be done in Canada. We should not lose sight of this fact—that, if English should be well taught in French-speaking colonies under the British rule, the authorities ought at the same time, to use Mr. Edmund Gosse's happy expression, see "that the radiance and warmth of French genius is kept up side by side with English," as England and France are henceforth bound by unbreakable ties of friendship—that is to say, by those ties which for the last nineteen months have been hourly steeped in blood on the same field of battle.

ADOLPHE BERNON.

61 Talbot Road, Bayswater, W.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—In your report (which I have only just seen) of the January Conferences, you make me say that the King Alfred School, judged by the test of examinations and *scholarships*, has quite held its own.

As my only reference to *scholarships* was to say that we had never had (and would never have) anything to do with them, this is a very serious misrepresentation, which I beg you to allow me to correct.—Yours faithfully,

JOHN RUSSELL.

Ellerdale Road, Hampstead, N.W.

March 25.

LORD HALDANE ON GERMANY.—Lord Haldane is incorrigible. In the very midst of a great war he dares to say that the German schoolmaster is more to be dreaded than the German soldier, and that, to develop your trade, classrooms may be found more useful than Chinese walls. He was more afraid, he told the University of London Union Society, of continuation schools than of 42-centimetre guns. The most modern form of these schools was extending over a large part of Germany, and was designed to extend over the whole Empire. Its fundamental principle was the use of the studies necessary for a trade as the means of acquiring both technical skill and general knowledge. We should like a few more sermons on this text. They would be far more profitable than facile denunciations of *Kultur*.

BOOKS OF THE MONTH.

Architecture.

The Cathedrals of Great Britain. By the Rev. P. H. Ditchfield, M.A. Illustrated by Herbert Railton and others. Revised edition. *Dent*, 5s. net.

Biology.

Biometrika. Vol. XI. Parts I and II. Edited by Karl Pearson. *Cambridge University Press*, 20s. net.

Classics.

A Companion to Greek Studies. Edited by Leonard Whibley, M.A. Third Edition. Revised. *Cambridge University Press*, 21s. net.

Commerce.

Cambridge Industrial and Commercial Series. Edited by G. F. Bosworth, F.R.G.S.—Trade and Commerce. By A. J. Dicks, B.A., B.Sc.—Factories and Great Industries. By F. A. Farrar, B.A., B.Sc.—Ships, Shipping, and Fishing. By George F. Bosworth, F.R.G.S. *Cambridge University Press*.

Divinity.

The Book of Chronicles. With Maps, Notes, and Introduction. By W. A. L. Elmslie, M.A. *Cambridge University Press*, 4s. 6d. net.

The Fourfold Gospel, Section IV.—The Law of the New Kingdom. By Edwin A. Abbott. *Cambridge University Press*, 12s. 6d. net.

English.

Wordsworth: His Life, Works, and Influence. By George McLean Harper. 2 vols. *Murray*, 24s. net.

Shakespeare's Industry. By Mrs. C. C. Stopes. *Bell*, 7s. 6d. net.

Bell's Shakespeare for Schools. Edited by S. P. B. Mais, M.A. I, King Henry V; II, Romeo and Juliet; III, King Richard III. Each 1s.

Bell's Sixpenny English Texts.—I, Prose Selections from Dryden; II, Poems by Dryden; III, Spenser's Faerie Queene, Book V. On the Art of Writing: Lectures Delivered in the University of Cambridge, 1913-14. By Sir Arthur Quiller-Couch, M.A. *Cambridge University Press*, 7s. 6d. net.

Lyrical Forms in English. Edited by Norman Hepple, M.A. Second Edition. *Cambridge University Press*, 2s. 6d. net.

Fiction.

The Yeoman Adventurer. By George W. Gough. *Methuen*, 6s.

The Shop Girl. By C. N. and A. N. Williamson. *Methuen*, 6s.

The Devil Doctor. By Sax Rohmer. *Methuen*, 6s.

The Right to Love. By Robert Halifax. *Methuen*, 6s.

French.

Les Classiques Français. Edition Lutetia. Poésies, André Chénier. Introduction by Emile Faguet. *Nelson*, 10d.

Geography.

A Regional Geography of the Americas. By Leonard Brooks, M.A. *University of London Press*, 3s.

The World We Live In. Part II. Edited by Graeme Williams, F.R.G.S., F.G.S., F.Z.S. *Waverley Book Co.*, 8s. 6d. net.

Cambridge County Geographies.—Warwickshire. By J. H. Bloom, M.A. *Cambridge University Press*, 1s. 6d.

Macmillan's Geographical Exercise Books.—Key to II: Europe. By B. C. Wallis. 2s. 6d. net.

History.

Chambers's Periodic Histories.—Books IV and V. *W. & R. Chambers*, 1s. 6d. each.

A Short History of Japan. By E. W. Clement. *Cambridge University Press*, 4s. net.

A Short History of Belgium. By Léon van der Essen, LL.D. *Cambridge University Press*, 4s. net.

The People in Adventure. By Stanley Leathes, C.B. *Heinemann*, 2s. 6d.

History of South Africa from 1795 to 1872. By George McCall Theal, Litt.D. Fourth Edition, Vols. I and II. *Allen & Unwin*, each 7s. 6d. net.

Hygiene.

The Eyes of our Children. By N. Bishop Harman, M.A., M.B. *Methuen*, 1s. net.

The Health of the Skin. By George Pernet, M.D. *Methuen*, 1s. net.

The Adolescent Period. By Louis Starr, M.D., LL.D. *H. V. Lewis*, 4s. 6d. net.

Mathematics.

Rural Arithmetic. By Arthur G. Ruston, B.A., B.Sc. *Clive*, 3s. 6d.

Analytic Geometry. By H. B. Phillips, Ph.D. *Chapman & Hall*, 6s. 6d. net.

Diophantine Analysis. By R. D. Carmichael. *Chapman & Hall*, 5s. 6d. net.

Mathematical Papers for Admission into the Royal Military Academy and the Royal Military College, 1906-1915. Edited by R. M. Milne, M.A. *Macmillan*, 6s.

Modern Languages.

Manuel de Lecture Expliqué, XIXe Siècle. Edited by S. A. Richards, M.A. *Cambridge University Press*, 2s. 6d.

Music.

More Song Games. Adapted for School Use by Kate F. Bremner. *Philip*, 3s. 6d. net.

The National Songs of the Allies and Neutral Nations. Pianoforte Arrangement by Hubert Bath. *Stead's Publishing House*, 1s. net.

Pedagogy.

The Teaching of History in Elementary Schools. By R. L. Archer, M.A., L. V. D. Owen, B.A., and A. E. Chapman, B.A. *Black*, 3s. 6d. net.

Philosophy.

Reflections on Violence. By George Sorel. Translated by T. E. Hulme. *Allen & Unwin*, 7s. 6d. net.

Anthropomorphism and Science. By Olive A. Wheeler, M.Sc. *Allen & Unwin*, 5s. net.

Physical Training.

A Handbook of Free-standing Gymnastics. By Ethel Adair Impey. *Sherratt & Hughes*, 3s. 6d. net.

Readers.

Chambers's Supplementary Readers.—Lassie and Laddie. By Mary D. Brine. *W. & R. Chambers*, 8d.

Treasure Trove: An English Reading Book for Middle Forms. Edited by R. Wilson, D.Lit. *Dent*, 1s. 6d.

The Story-Tellers' Hall. An English Reading Book for Junior Forms. Edited by R. Wilson, D.Lit. *Dent*, 1s. 6d.

Religion.

Self-Training in Prayer. By A. H. McNeile, D.D. *Heffer*, 1s. 3d. net.

Science.

Organic Chemistry. By Victor von Richter. Vol. I.—Chemistry of the Aliphatic Series. Translated by Percy E. Spielmann, B.Sc. *Kegan Paul*.

Individuality in Organisms. By C. M. Child. *Cambridge University Press*, 5s. net.

Scientific Papers. By Sir G. H. Darwin, K.C.B., F.R.S. Edited by F. J. M. Stratton, M.A., and J. Jackson, M.A. Vol. V. *Cambridge University Press*, 6s.

Elements of Mineralogy. By Frank Rutley. Revised by H. H. Read, B.Sc. Nineteenth Edition. *Murby*, 3s. 6d. net.

Versc.

Coronata: a Book of Poems in Rhyme and Rhythm. Edited by R. Wilson, D.Lit. *Dent*, 1s. 6d.

The Carthaginian: a Tragedy in Three Acts. By Frank Taylor. *John Murray*, 2s. 6d. net.

The Cambridge Book of Poetry for Children. Edited by Kenneth Grahame. In 2 vols., each 1s. net.

ENGLISH IN THE LOWER FORMS OF A GIRLS' MUNICIPAL HIGH SCHOOL.

By RUTH M. FLETCHER.

THE aim of English teaching is twofold—first, to develop and guide the child's æsthetic sense, and, by so doing, help to bring refinement and culture to the mind; secondly, to foster the power of self-expression in speech and writing. The means usually employed for achieving this end are composition lessons, reading lessons, recitations, and so-called literature lessons, when poems, plays, essays, &c., from the English classics are read, dissected, and explained. This may be a satisfactory method for girls in their teens and onwards, but for children under that age I maintain that something more vital and true to the aim can be produced by quite a different method.

Little girls of eleven and twelve have the following characteristics very strongly marked:—They are intensely active and desirous to be doing something the whole time. They are also impressionable and responsive, and at the same time they still possess the gift of unself-consciousness. If these qualities in the child can be definitely used, she will be happy, interested, and natural. Her work, therefore, will be spontaneous and individual. The teacher must suggest, guide, and encourage, and the child must be free to express her own individuality.

For the last six months I have been endeavouring to work out the above theory. The class consists of thirty little girls; the average age is twelve years eleven months. The majority of them came from the elementary schools just over a year ago; they are an upper division on the ground of ability. Every form in this school has an English lesson a day, so that means we have five lessons a week and two homeworks. Many of the means I have employed were suggested to me by a visit to the *Perse Boys' School* at Cambridge. I have also made use of the five *Perse Play Books*. I divide the work up under five big headings—miming, oral work, learning and reciting poetry, original work, individual reading.

I. *Miming*.—The child's wish is to be active—to be doing something definite. She revels in make-believe, and has a great capacity for it. This, guided carefully, is a great quality, and should be made use of in English. We began with words and costumes as well, but discarded first one and then the other. The words would not come naturally; if they did they were broad dialect and quite inadequate, and the dressing-up took so much time that there was generally hardly any lesson left. So we considered both words and costumes to be a handicap at this stage, and a hindrance to free expression; the interpretation is much more real when conveyed by actions and gestures, and the very effort of bringing out the force of every word trains the child to realize and feel its exact meaning. We began with nursery rhymes—*Old King Cole*; *Tom, Tom, the Piper's Son*, &c., and then went on to fairy stories—*Cinderella* was chief favourite here. Finally, we reached what was to be our real work—*Lamb's Tales from Shakespeare*. These, treated in this way, are an endless source of delight. The story is read in class; the children then plot it out in scenes, the caste is chosen, and then, without further preparation, the play is mimed. A king wears a paper crown, soldiers carry rulers, the stage is the hall platform, the audience the mistress and the rest of the class, and the only speaker is the child who introduces and explains each scene before it is given.

II. *Oral Work*.—We devote a lesson every week to this work. It takes the form of story-telling, debates, or lectures. The mistress has nothing to do with the control of the lesson. She is merely an unobtrusive listener, and vacates her desk of office to the chairman who has been previously elected from amongst the class. This chairman rules the meeting, keeps order, calls up and introduces the various speakers, encourages discussion after the speech, and, finally,

closes the whole meeting. If it has been a debate she must summarize the arguments brought forward by both sides, and announce the voting on the question. Each speaker has a scribe who, whilst she is speaking, writes down her main points on a blackboard, and the audience listen, take notes, and afterwards criticize and discuss. Ghost stories were at one time in great demand, but I think now the debates are the more popular: everyone has something to say on such a subject as "It is better to be a Princess in a Fairy Tale than a real Princess." For lectures the lecturer first has to read up and make notes for herself on such subjects as the stars, old English games, Shakespeare. She then gives the lecture, and the others write down the chief points.

III. *Learning and Reciting Poetry*.—I find that these children will learn a poem taught orally in class in less than half the time it takes them to learn the same poem alone as homework. This learning by sound and not by sight helps to instil or develop a sense of rhythm and metre which is of value in itself and must also help in their own poetical efforts.

IV. *Original Work*.—This is perhaps the most important side of the work, for it means the expression of the child's own individuality. The teacher's ingenuity is taxed to supply the stimulus, but, if her suggestion has been a happy one, great is her reward. Each child should write something at least once a week. The choice of subject must be varied, for the individuality of thirty little girls is varied and cannot possibly express itself truly and freely in the same way; one child likes describing something, another loves ghost stories, a third prefers poetry, and so on.

At present I have entirely abandoned the "composition" lesson. I suggest subjects to write about, but always leave it clearly understood that these are only suggestions, and that the writer is quite at liberty to choose her own subject if she prefers. This, I find, has resulted in a marked improvement in style, though sometimes—especially in the short story—the subject chosen by the writer has been uninteresting and commonplace.

(To be continued.)

THE LITTLE COMMONWEALTH.

[Because men that are free, well borne, well bred, and conversant in honest companies, have naturally an instinct and spurre that prompteth them unto virtuous actions, and withdraws them from vice, which is called honour: those same men, when by base subjection and constraint they are brought under and kept down, turn aside from that noble disposition, by which they were formerly inclined to virtue, to shake off and break that bond of servitude, wherein they are so tyrannously enslaved, for it is agreeable with the nature of man to long after things forbidden and to desire what is denied us.]

THE Abbey of Theleme, it will be remembered, was a community of just such men and women as Rabelais here describes—"free, well borne, well bred, and conversant in honest companies." They had but one law, written above the entrance gate, "*Fay ce que vouldras*"; and it was enough, for they were an ideal society, assembled by choice and mutual taste, and had learnt the pleasure of harmonious living.

In a northern bay of the downs that divide Sherborne from Dorchester lies an inconspicuous group of rural buildings round a paved quadrangle, in the middle of fields and a tangle of narrow lanes. Behind it woodland rises to the downs, and in front stretches a wide range of pastoral and wooded country. This is the Little Commonwealth of Evershot.

The citizens of the Little Commonwealth did not elect to live together. They belong to the far more numerous body of men, described by Rabelais, who, "by base subjection and constraint, are brought under and kept down," unaware

that they ever were inclined to virtue. They are boys and girls who, for one disorder or another, have come before the police courts—for housebreaking, shoplifting, swearing, or pronounced intractableness. But for the Little Commonwealth they would be now, as some have been more than once before, in reformatory or prison, to learn still more to long after things forbidden. These citizens certainly know nothing about the Thelemites and the single law that governed them, but if we substitute the plural for the singular we shall find their constitution is the same. "Do as you will" has been said to the citizens of the Dorsetshire Commonwealth, and they have responded in a manner that to some seems miraculous, to others natural, and has in any case completely verified Rabelais's noble declaration, and justified the confidence of Mr. Homer Lane, the director, or, as the citizens regard him, the father of the Little Commonwealth.

By thoughtless parents two methods of treatment are practised towards their children—spoiling and repressing. One follows the other as the night the day, though sometimes night sets in from the beginning. One method is as pitiless as the other. In either case the creative faculty, the most precious of all, is in danger of being stifled or mutilated. The citizens of the Little Commonwealth are as little spoiled as they are repressed. There is nothing in the place, beside its mere furnishings, that they have not made for themselves. There were no rules. At the beginning it was literally, "Do as you please. Be disorderly, lazy, swear, steal, lie if you please, and if you enjoy the fruits, for there will be no one else to gather them for you."

At first, there were appeals to Mr. Lane's mediation, but they fell on deaf ears. In the George Junior Republics of America with which the Little Commonwealth is sometimes wrongly associated, there is an ultimate court of appeal in cases of emergency. In the English Commonwealth there was no one to save the citizens from themselves. They must be their own guardians of the peace and heal their own disorders. And gradually the conception of a social law began to dawn. The citizens became their own law-givers. The boy or girl who enters the Commonwealth now finds a weekly court, a judge, a remarkable code of laws and no less remarkable series of punishments. Of course, Mr. Lane's participation in the government is very far from passive. He is present at all the courts and takes an active part in the debates, and has been known to carry a cause he had at heart by arguing eloquently against it. But he never forces the pace. He has infinite patience and an absolute faith in that instinct and spur which is called honour, that prompts free men to virtue. Many of the original laws, especially the repressive ones, have died a natural death. There are still some that want shedding, but the Commonwealth must develop by the mind of all its members, not through the perceptions of a few. A perfection that is imposed has no educative value, while the attainment of an imperfection that is expressive of growth may be of quite incalculable educative significance. There are many flaws in the Little Commonwealth, happily; but they are the flaws of a developing vitality. There is never the flaw of unreality. The atmosphere is one of extraordinary confidence, intelligence and wellbeing, and, towards the visitor, of very genuine friendliness and goodwill. It would be hard to imagine a more gracious or openhearted welcome. And the visitor is really the guest of the citizens, is invited to their meals, and freely adopted into their life.

The Commonwealth consists at present of about thirty citizens and three or four helpers. Its numbers are considerably reduced by the enlistment of all boy citizens of serviceable age in the Army or Navy. There are, besides, seven or eight founding babies between the ages of one and six, who are educated on the Montessori method, and are delightfully intelligent and friendly. The buildings consist of a big hall, laundry, shop and office, and three or four dwelling houses where boys and girls live together. A new house is now in building, and one that was partly burnt down is under repair. The Commonwealth is served entirely by its citizens, who build, wash, cook, clean, and keep

shop for wages as in any ordinary community. Food and clothes are the concern of the citizens alone, though they have the advantage of Mrs. Lane's most capable advice, and the dress of the girls has undergone a notable modification, since the Commonwealth started, in the direction of simplicity and suitability to their surroundings. The same citizen is not always confined to the same occupation. There is a frequent interchange of work, which keeps the interest fresh and distributes fairly the less pleasant jobs. Every house is ruled by a house-mother, who during her term of office is entirely responsible for its wellbeing, cleanliness, and discipline. The best house-mother, a girl of a warm, and at times violent, nature, was a "notorious character" in the London police courts, and has been severely handled by the police, whom she had no doubt also sufficiently exasperated. The story of her entry into the Commonwealth is very characteristic, but too long to tell here. Almost without exception, the best citizens are those who, in one form and another, were the most "hopeless cases." As they were then active in combating the repressive influences for which society stood to them, so now, that they find themselves included in the scheme of things and actually shapers of that scheme, they are most active in co-operation. Their vitality is flowing with the stream instead of fighting against it, and all the force that went into destruction is now employed in building.

The Little Commonwealth is scarcely more than two years old—it is in its infancy. With its growth it will have many new problems to face, and the profound psychologist, teacher, and adventurer who is at its head will not be satisfied till its principle of self-government has been put to the test by a citizenship of two or three hundred.

MODERN LANGUAGES AND MODERN POLITICS.

IN a letter to the *Times* on March 8, the Vice-Chancellor of Sheffield University announced that a Lectureship in Russian had been endowed at that University by the munificence of Messrs. Vickers, Ltd. A meeting of the leading men of the town, it appears, had taken place some time previously—on the occasion of an address by Mr. C. Nabokoff of the Russian Embassy in London, and, from what was said then, it was evident that, if Messrs. Vickers had not most liberally offered to bear the whole expense, the necessary funds would have been readily subscribed by the citizens of the town, in order—amongst other reasons stated—"to mark in some practical way its admiration for the heroism of the Russian armies." Sheffield University is to be congratulated, and Messrs. Vickers deserve high praise for their public spirit and generosity. Of the value of Russian studies and the importance of the step taken there can be no two opinions. But quite apart from this, one cannot help being struck by the motive stated and quoted above; for if admiration for Russian heroism is to be a reason for learning their language, it appears to follow that if ever we should find ourselves in conflict with them—which, though a remote, can hardly be said to be an impossible contingency—we should then cease to study it. And the question arises whether modern studies can have no securer foundation. Moreover, since it has recently been suggested in certain quarters that now that we are at war with Germany we should banish German from our schools, one cannot help suspecting that a certain amount of confusion of thought is prevalent as to the reasons for which modern languages are learnt and the spirit in which they should be approached.

Of all the various reasons that can be brought forward in favour of the teaching of modern languages, what may be termed the sentimental motive is the least sound. The notion appears to exist in the minds of some persons that we

learn a foreign language as a kind of extravagant compliment to the people that speak it, and that the aim of the teacher should be to bring about and foster friendship with foreign nations. To know a foreign nation is good; but to know a nation is no more to love it than to know an individual is to love him. Common experience teaches us that the opposite result sometimes ensues. Even in those cases where a real and warm attachment does grow up, it is often tempered by many regrets, and there are at times not a few characteristics of our foreign friends that we would fain have otherwise. Indeed, an intelligent man's affection for his own people is occasionally qualified by important reservations, and we are reminded of the naive admission of the American critic that even he did not love all Americans! But to suggest that we should approach a foreign nation with the preconceived intention of admiring all that we find is unwise; such an attitude is neither creditable to ourselves nor truly a compliment to the people who suffer from it, or are amused by it.

Neither the brotherhood of man nor any other good cause can possibly be promoted by mushy sentimentality. Imaginative sympathy, indeed, is necessary, for without sympathy there is no insight; but indiscriminating admiration is just as reprehensible as prejudiced hostility, and both have their roots in imperfect knowledge. An enlightened and critical knowledge of the foreign nation is what is desirable—complete vision and not partial vision.

This complete knowledge, however, cannot be gained from the literature alone. In the first place, the classics of any country are generally the product of a past age, and, in so far as they ever represented the spirit of the people at all, they represented it as it was at the time when they were written. The spirit of the German people, for instance, was very different in the neighbourhood of the year 1800—the period when their literature reached its highest point—from what it is to-day. In the second place, the finest things in literary art are something more than national: they belong to humanity and possess the quality of universality. Heine's sonnet to his mother can bring tears to the eyes of any human being who can read it, and Goethe's lines,

Was du ererbst von deinen Vätern hast
Erwirb es um es zu besitzen,

are as fraught with meaning for English people to-day as for any other on earth. It is, in fact, quite clear that from the literature of a people alone not only an imperfect, but in some cases a wholly misleading, impression of their characteristics may be derived. The remedy is obvious; we should study side by side with the literary masterpieces the civilization and history of the foreign nation. And this brings us face to face with the source of all the confusion—to wit, the present chaotic state of modern studies, to which no definite aim or direction has ever been given.

We have often been reproved for advocating the teaching of modern languages on utilitarian grounds, as though usefulness were a fatal drawback. But we need not hesitate to do so. The study of mathematics can, no doubt, be supported on excellent educational grounds; but, if its place in the curriculum were threatened, it is its usefulness that would keep it there, for we know that, if our knowledge of this science were to perish, all our material civilization would crumble to atoms. And the usefulness of modern languages depends not only on their application to commerce, not only on the fact that by neglecting them we cut ourselves off from the progress in philosophy, science, and history made by other nations; but mainly on the fact that taught as a part of a properly organized modern curriculum they are the key to an understanding of the civilization of modern Europe, ignorance of which is not only a disadvantage but a danger.

E. CREAGH KITTSON.

SAFE NOVELS.

Moll Davis. By BERNARD CAPES. (6s. Allen & Unwin.)

From the moment the rosy nymph, Moll Davis, smiles down from the balcony of the "Mischief Inn" on a June morning of 1661, right near the first page of this narrative, Mr. Capes never flags in his good will to entertain us. Verbal wit and plenty of it! You cannot have too much local colour. If there is a good plot—well; if not, the author has plenty of colours on his palette, and you may take your choice—the period is so rich. For our part we choose an incident "purely in the nature of an interlude, which may be wholly skipped without hurt to the main narrative by those who have an unconquerable repugnance of sentiment." Perhaps those who prefer this pathetic and quite independent interlude may be allowed to skip the main narrative. But, *Bingawast!* They would do ill to miss the many beautiful *straf*-words. And so there is no help but they must peruse the whole.

The Way of the Cross. By DOROSHEVITCH.
(2s. 6d. Constable.)

In his brief introduction to the little volume he has admirably translated, Stephen Graham tells us that this story, by a famous Russian journalist, of the flight of Russian and Polish fugitives into the interior after the German invasion of 1915, was contributed in October to the *Russkoe Slovo*. The style is arresting and impressionist; breathless, as of some one under a great stress calling to mind a terrible experience, with effort disconnectedly. Sometimes a line forms the paragraph, or a word, or a sign merely. But the style is simple and strangely suited to this story of prolonged uncomplaining agony. *The Way of the Cross* opens a glimpse of the civilian side of that tragic military retreat which forms the background of Hugh Walpole's *The Dark Forest*. And as in that extremely powerful book, so here, above all the horror of the story broods the beauty of the world and of human life. We will quote a few fragments, though space forbids us to keep the original paragraphing. "Along this 'Way of the Cross' takes place—a selection. A terrible 'natural' selection. . . . All the weak ones perish. Both of people and cattle. They are tried by sickness, hunger, and cold. . . . These strong people with their strong horses are like a marsh overgrown with emerald green grass, behind which is a swamp and a quagmire. 'A strong front' which has, however, a dreadful significance. How many 'sacrificial victims' remain behind for only one of those who have got through." "No one questions them, nor exclaims at their misfortunes. It's as if they had lived there for a century and not arrived yesterday from some unknown place. There proceeds: assimilation. The country as silently drinks in the river as the river comes silently to it." "It's like being in a desert, says the peasant. A desert! Like that. All around such a mass of people, and you say a desert, protests the policeman. For us it is a desert. It's dark all around. We can see nothing. It's a desert." "All the cemeteries are in beautiful places. Some of them, earlier in the day, have looked out a beautiful little hill. Some, a picturesque ravine; some, a spot under a canopy of foliage. But certainly a beautiful spot. All these orphan cemeteries are painfully beautiful. The graves are fashioned with love." We hope that many will buy and read this little book whose price puts it within the reach of all.

Three Pretty Men. By GILBERT CANNAN. (6s. Methuen.)

This is a work of mature power and insight, the most remarkable that Mr. Cannan has yet produced. The story is set in the early Victorian period, when Manchester, transparently veiled under the name of Thrigsby, was just beginning to spread its net wider and wider over the land. There is an hereditary bond between that time and the present which, though never emphasized, scarcely even suggested, by Mr. Cannan, is brought home to us by the events of to-day. *Three Pretty Men* is an extremely patient chronicle of a Scotch family who, early in the book, migrate to Thrigsby, drawn thither by the widowed mother's ambition for her three sons, an ambition the goal of which is their association in business with her brother, a cotton magnate. The materialism of Thrigsby—the push, the grind, the insensibility to all that does not make for prosperity ponderable in £. s. d.—is mirrored in and reflected from the sensitive, passionate, and probing spirit of Jamie, the eldest son. The story is concerned with his development in a scene as little cognizant of his goal as if he were a being from another world. The small boy, Jamie, came to England as to a high adventure or the conquest of a kingdom, with an intense consciousness of dawning power under his Scotch reserve. "I've been thinking of Napoleon, and wondering what he would do in the like circumstances. He wasn't so unlike me, with a wonderful mother and all." He does enter his kingdom, but uncrowned, and with many a token of defeat; and Thrigsby is all unaware. There is a

whole gallery of portraits beside Jamie, very various and all excellently drawn, though the favourite sister, Mary, who figures chiefly in her letters from abroad, is an evident mouthpiece of the author, and remains rather an idea than a person. There are many scenes which tempt quotation, but near the close the death of Margaret Laurie, the mother, is certainly the crown of all. The reader, faced with the close-packed pages and the dialogue bedded in a solid wall of print, may be tempted to turn back, but no one who wins through will doubt that Mr. Cannan's most leisurely method has justified itself.

The Ends of the Earth. By MARY GAUNT. (6s. Werner Laurie.)

In her autobiographical preface, the author describes the origin of many of the stories in this volume. All are based on actual incidents either experienced by the writer herself or related to her at first hand, and all are set in scenes with which she is familiar. The scene is laid in many places far distant over the earth, and with them all the writer is familiar. She has considerable power of description and a gift of story-telling, but though the characters are quite appropriate to the story they are, on the whole, less interesting than the scene and incidents in which they figure.

THE OXFORD ENGLISH DICTIONARY.

A LECTURE by Dr. W. A. Craigie, one of the joint editors, delivered to the English Association, conveyed some interesting details as to the scope and progress of this great undertaking now nearing completion. It will be remembered that Sir James Murray, whose name it will always bear as architect and director-general, had hoped to celebrate in 1917 his eightieth birthday and the consummation of his labours. If one half of this hope was frustrate, the other half will not have to wait long for fulfilment. Of the ten volumes eight have appeared, the ninth is approaching completion, and the tenth is well in hand. The pages of the Dictionary will number 14,500; the words treated will not be far short of 400,000,

and the quotations will probably reach 1,700,000. The most descriptive of the several titles by which it can be known is, in Dr. Craigie's opinion, *The Historical English Dictionary*. Its aim is to show in what sense a word was used at any given date from the eighth to the twentieth century, and to include all words save those that did not survive the eleventh century. Taking the word "value" as an illustration, the lecturer showed the method followed by contributors in determining and tabulating its nine meanings. The word "get" required 22 columns to define and illustrate its 73 different senses, and the 245 particular uses. "Give," "go," and "set" occupy respectively 25, 35, and 55 columns.

One subsidiary use of the Dictionary was happily illustrated by the lecturer. He showed how often what pass for neologisms or original coinages are to be found in older writers, and from them receive a new life. To Sir Walter Scott, who is rarely caught napping, we owe "raid" and "henchman," and R. L. Stevenson (a "sedulous ape," as he called himself) has similarly enriched our vocabulary.

Not even the Oxford Dictionary can aspire to be perennial, and the task of the lexicographer grows harder decade by decade. Dr. Craigie made the wise suggestion that future compilers should not attempt to include purely scientific or technological words, but leave them to be dealt with in special volumes, thus preserving the distinction between the dictionary and the cyclopædia.

We are not a braggart nation, but we may point to the Oxford Dictionary with just pride, as unrivalled of its kind. Littré, as the work of a single scholar, is perhaps a more wonderful performance, but in fullness, in arrangement, in typography it cannot compare. Grimm, begun in 1854, is still in progress, and, as subscribers know to their cost, it is a lottery till complete. Neither Italy nor Spain has attempted anything on the same scale. We are proud of James Murray and his fellow workers, Henry Bradley and Dr. Craigie, and we are no less proud of the University of Oxford and its Clarendon Press.

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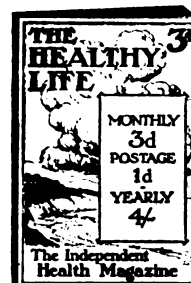
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THE VALUE OF DRILL.

WE have all heard a good deal lately of the influence of the drill-sergeant on German education, and it is always assumed that it is necessarily a bad influence. Mr. Holmes, in an address to the Montessori Society, is reported to have gone all the way and stated roundly that there is no moral value in drill at all. But many of those who denounce the method of drill as employed in intellectual education, think much of it in relation to physical training, and will probably assert at National Service meetings that military drill is a most beneficent factor in moral and physical development alike. At least, they will bless it when it has the charmed word "Swedish" attached to it. The fact is that when we apply the term "drill" to certain methods of intellectual instruction, we are using one of those dangerous metaphors which are so obvious, and yet so limited, in their application. To the present writer, a few recruit drills with the local V.T.C. have given some matter for reflection on the subject. After an interval of twenty years they have lost none of their fascination, and are undoubtedly educative in a very real sense.

To Mr. Holmes, to be drilled means to be reduced to the position of a machine, or rather, of a portion of a machine. The officer or sergeant stands for the mechanic who works it, and each man in the squad is as helpless and as passive, and as lacking in initiative, as the cog on a driving-wheel. But to state this view fully is at once to exhibit the fallacy contained in it. Even the cog is not helpless, in a sense. If it goes wrong it throws the working of the whole wheel out; only it cannot go wrong voluntarily. The recruit can, though he had better not appear to. But the great difference is that each individual man in a squad learns to carry out the order given by the exercise of self-discipline, the very ideal of those who most vehemently denounce the employment of the drill method in the development of the

intellect. He has to control his muscles and think about correcting his faults, and regulating his movements by those of others, feats which require the exercise of all the more important human faculties. Finally, whatever he may lose in the way of volition is gained by the unit as a whole. The volition of a unit is anything but the sum of the individual volitions of its component parts. Some people think that rowing is a mechanical activity. But those who think so have not rowed in an eight. If they had, they would know what a subtle thing is the art of "rowing together." It is, indeed, the sinking of individuality. Individual styles will almost always spoil the form of a crew. But the individuality of the whole crew is a thing of magic, which no one can exactly describe or analyse. It is akin to the feeling of nationality and religion, and many other examples of the corporate consciousness. And the same holds good of a squad. It is not the sum of the skill of the recruits in counting the right time for the motions of turning about or sloping arms that causes efficiency, but the feeling of the squad as a whole for the right rhythm of the thing.

Now "drill," as applied to the intellectual activities of the classroom, usually means something quite different from this. To begin with, the subjects of it are not co-operating, as a rule, but competing. Those exercises which are really co-operative, such as oral composition or the solving of a problem on the blackboard with the aid of a class, are precisely those which are regarded as being the opposite of drill, because they appeal to initiative and thought of a non-mechanical kind. The operations of what is usually called intellectual drill are often of such a nature as to call for the exercise of some single faculty, not of the highest grade, chiefly memory, as in the repetition of accidence. Moreover, in so far as these functions are of value they are akin to the art of the recruit squad, and so far as they are really mechanical they are removed from the ideal of the sergeant or platoon commander.

Having reached this paradox, it is, perhaps, now time for us to recognize the limitations of the drill system. The principal limitation is, of course, the fact that, however beneficial may be the activities which are required to accomplish the object in view, that object is determined and imposed by the will—possibly the arbitrary will—of another. Volition and effort are required on the part of the man in the ranks, but not usually initiative. The saving point of modern drill, regarded as a means for making men, is the development of movements in extended order, trench warfare, scouting, and the like, in all of which some initiative, and in some a great deal, is required. Inspecting officers note adversely the lack of it in the rank and file. But even here, it is plain that the end in view is still willed by another, and if all our training in life were of this kind, we should be imperfectly trained, for in the most important situations of everyday life we ourselves have to will the end and object. We may determine the examination for which a boy is to work, but to attempt to determine for him whether he shall be a lover of Dickens or Thackeray, a Liberal or Conservative, an Imperialist or a Little Englander, is absurd. We may lead, suggest, influence, but unless the choice is the boy's, it is valueless.

To point the moral with regard to the teaching of patriotism in German schools would be unnecessary. It is done every day in nearly every journal or magazine. The mistake in applying the art of the drill sergeant to the classroom has not been that of applying something which is wholly inappropriate and invalid to intellectual education, but, first, of applying it universally and indiscriminately, and, secondly, of mistaking its nature altogether. There is a certain analogy between the learning of company-drill and the learning of a language or a science. Compare with these latter the learning of musketry rather than company-drill, and the resemblance is at once both close and obvious. There are the rules and instructions in the drill-book or the grammar. There is only one way of placing the verb correctly in a German sentence or loading a rifle. It is true

that we do not always do either of the processes according to the instructions of the book; we often do it by imitating the motions or speech of our instructor. Moreover, there comes a stage when no instructor can help us further. The choice of the right epithet or the right allowance for the wind depends on the possession and exercise of the instinct for language or marksmanship. It is just there that drill ceases to be of any avail, though self-discipline is still active, for it needs self-discipline to avoid completely the use of stock phrases and journalistic epithets—though here the analogy of the rifle fails me. The sergeant and the teacher can at that stage act best as critics, not instructors. To introduce drill where what is wanted is taste or judgment, is the error of errors.

The other mistake is to suppose that the essence of drill lies in its unpleasantness. To hear some educationists talk about it, one would suppose that there was never a recruit who felt anything but repugnance for his drill. When people talk like that, I always ask them to tell me candidly whether there is anything which they ever really learnt when their whole selves, their minds and souls and wills, were rebelling against it. Personally I can think of no permanent mental or other acquisition which I ever made when my mind was in such a state of rebellion. One may, indeed, be reduced to submissiveness by the fear of punishment; but it is doubtful if things learnt in that way have really any permanent effect. The thing is not gripped, and is soon lost. It leaves little more impression of a lasting kind than the "lines" which are still, foolishly enough, sometimes set for impositions.

No one ever yet did any good, even at military drill, unless his heart was in it. He may get through somehow, but it will merely be a matter of pushing and pulling him through. He may be hustled along by his fellows in close order, but, unless all the time he has been thinking, observing, willing, for himself, he will be a sorry object when it comes to an attack in extended order, or independent firing. And, in like manner, the boy who has been "taught" languages only by accidence and verbal rules dinned into him with threats, will be worse than helpless when he has to express a thought for himself (if he has the power to form one) in any language, but more especially in his own.

G. K.

REST AND REFRESHMENT.

By S. P. B. MAIS.

MR. SAINTSBURY, in his latest critical work, very cleverly proves how necessary it is for those of us who pine and peek and fret amid the turmoil of our frenzied life to-day to go back to the eighteenth century for the sake of our peace of mind. We are only too apt to live for the newspapers, buying edition after edition in the hope of finding better news from all the various scenes of action. Our conversation runs in the everlasting groove of War and all its side issues; when work is over, and we are for a few moments at leisure, we either go out to a theatre or else plunge recklessly into a modern novel with its inevitable leading up to the climax of August 1914. How much better it would be if we could only uproot ourselves from our present age of agony in our hours of recreation and immerse ourselves in the placid waters of the Augustan lake.

No century has received more neglect than this one; no century ever deserved neglect less. From 1700 to 1798 is a period full of good things, all specifics for our present-day malady. It is just a case of having given the dog a bad name and the name has most unjustly stuck. It will therefore be, perhaps, a good thing first of all to clear the ground and state exactly what the eighteenth century set out to do; how far it attained its aim, what it did not pretend to achieve, and wherein lies the difference between our own

age and that of the earlier Georges. The whole century was given over to the cult of common sense; it viewed any tendency towards such a thing as *Enthusiasm* with suspicion; clarity of diction, sparkling wit, sound material-mindedness, &c., the avoidance of any exaggerated notions about idealism or other abstract "high-falutin" words, were conspicuously present in all its writers. Nothing could have been further removed from Shakespeare and Milton on the one side or the Romantic revivalists on the other. The field it set before itself to cover was a small one. The point to remember is that it covered it perfectly; it never failed to achieve its purpose, whether in prose, poetry, satire, the writing of letters, or the more gigantic feat of composing novels. It had no conception of "the desire of the moth for the star" theory, and Keats and Shelley were right outside its ken. It had no dealings with the sublime, and it descended but rarely to the ridiculous. There was a robust sanity about it which compels admiration at all times, and it was rarely dull.

Now, everyone will allow that the tendency to-day is all towards introspection, a state of continual hustle as we search after whatever chimera for the moment attracts us. Some of us believe (Mr. Saintsbury is not among the number; he seizes every opportunity to be rude to this fledgling century of ours) that the last few years have been extraordinarily productive of good poetry, lasting novels, and even of some signs of a sane dramatic revival. However that may be, the point rather lies in the fact that we have much to learn from an age when enthusiasm was regarded as a vice and the end of knowledge, the habit of moderating the passions. It is a truism that our best work is done when we are "calm, cool, and collected," as the *névrosé* doctors say. Most of us suffer from too highly strung nerves, and consequently splash our canvas with all manner of colours, careless of co-ordination, of shadows and lights, only pleased that such and such a patch looks beautiful. There is to-day a very noticeable lack of method, a kind of neurasthenic irritability in the work of even the best men, which indicates the need for a long rest cure among the Augustans. In a word, our enthusiasms, excellent in intention as they are, need the tempering that can only be gained by a course of Swift, Johnson, Addison, Pope, and the rest of a school who never suffered their passions to get the upper hand.

It is good for us to renew our acquaintance with Sir Roger de Coverley, Will Honeycomb, and all the adorable bevy of bepatched beauties—Chloe, Clarissa, Vanessa, Flavia, and so on, of the *Tatler* and *Spectator*; to turn over the pages of Addison's or Steele's *Essays*, and to watch Sir Roger at the play, in church, in Westminster Abbey, with the gipsies, at the Quarter Sessions—to enter again into that life where ladies are laughed out of their petty foibles and vain fancies, to read Addison's Saturday sermons or his criticism on *Paradise Lost*, interleaved with his sly reprimands to the oglers and street-criers, the antics of the fan-wavers and the members of the Trumpet and other clubs. It is all very quiet, always witty, never heavy or dull, and, what is most important, as different as possible from our life to-day. And after Addison, Swift. Miserrimus as he was in his own life, he never lifted the veil too far. It was, as he himself said, only mankind in the mass that he hated; individual members of society he loved, and, for all the carping of our more inane critics, *Gulliver's Travels* does stand out as one of the most humorous books ever written. Lacking, indeed, in the comic spirit must that man be who is unable to be tickled inwardly at the innumerable funny things in Lilliput and Brobdingnag, or intellectually fed with the amazing genius that went to the making of *A Tale of a Tub*. It is all part and parcel of the scheme of the century that Swift was so far able to control his passions that he could write so sweetly (yes, sweetly) that children are kept from their play by the delights of Gulliver and grown-up men and women can find refection in the finest satire that has ever been written. But it is to *The Journal to Stella* that we ought most surely to turn if we want comfort and rest. Here we have a slice of important history, a sketch of manners delightful in themselves, a gazette in miniature, mingled

pathos, humour and love, pride and jealousy, all written not in ink, but blood, making up a marvellous and absolutely genuine autobiography. It is doubtful whether, when we require pure recreation, there is any author so capable of gripping our attention and holding us as the man who wrote not only the above, but *The Polite Conversation*, *A Modest Proposal*, *The Drapier Letters*, and *The Battle of the Books*, to satisfy our aching senses.

Pope's place in literature has long been decided, but, because it has been granted that he is not a poet of the Wordsworthian order, it has somehow followed that he has been little read of late. We acknowledge his lack of originality, his insincerity and shallowness of thought, but his positive qualities more than outweigh these deficiencies. He is always witty, always polished and urbane, and never devoid of an intellectual quality that is not to be analysed, but is always felt and appreciated by all but the most meticulously romantic critics. The man or woman who fails to derive a very real pleasure from that consummately artistic mock-heroic epic, *The Rape of the Lock*, is sincerely to be pitied, while the *Essay on Criticism* and the *Essay on Man* sum up, in the most compact and charming style, aphorisms that have become the commonplaces of our everyday speech. The couplet about "true wit" is not the less valuable because it has suffered from too much bandying about. But we ought to re-read not only Pope, but the sunny, honey-tongued Prior, Gay, Akenside, Churchill, Thomson, and Young, all of whom contributed poetry of a kind that is at once direct, soothing, witty, and polished. For far too long have these poets suffered an undeserved neglect and been chastised for daring to be limited in scope and execution. They form a very definite link in the history of English poetry. If they did nothing else they knocked a real sense of regular rhythm into the English head, and for this alone we ought to be devoutly thankful. But it is when we arrive at the birth of the novel proper in Richardson, Fielding, Smollett, and Sterne that we stand on the surest ground.

I by no means agree with Mr. Saintsbury's estimate of our own age when he complains of the poverty of our modern novelists. Rather do I feel, after a new work of Compton Mackenzie, Hugh Walpole, Joseph Conrad, H. G. Wells, Arnold Bennett, Gilbert Cannan, St. John Lucas, and the rest of our younger writers, that we live in the golden age of the novel, but I readily acknowledge that, for pure rest and refreshment, I prefer Fielding, the innovator and perfecter of the direct narrative type of fiction. There is so much searching of heart, so much dwelling on sordid details in the novelist of to-day, that we become troubled and "nervy" ourselves after a dose of their work. Fielding, on the other hand, simply enchants us. We are not in the least perturbed by the many accidents by flood and field that befall Tom Jones or Joseph Andrews; we watch the rapidly moving events as if in a kinema. We are transported to an age in which we most decidedly would not choose to live, but which is still picturesque, real, robust, and full of sound common sense and good humour. Part-ridge and Parson Adams are an everlasting joy, and give us as much real rest and happiness as any of Shakespeare's characters. I am convinced that no better prescription could be devised for those who would forget for a few hours the woes of to-day than a course of eighteenth-century re-reading—not only all Fielding, *Pamela*, *Humphrey Clinker*, and *Tristram Shandy*, but *John Bunce*, *The Spiritual Quixote*, *The Castle of Otranto*, *Vathek*, *Peter Wilkins*, and *Moll Flanders*. All these novels are written with the one idea of amusing their readers and interesting them by excitement, suspense, pathos, sarcasm—by whatever means their authors could devise. That they succeeded for their own immediate readers is well known; that they are less read to-day casts an unworthy aspersion on our critical faculties. For the by no means to be despised gift of story-telling, this age has never been approached, and it is this lost art that we now so much deplore and so much need to comfort and console us in our leisure hours.

Lord Rosebery only echoed an opinion held by very many

cultivated men of taste when he declared that there was no bed book in the world to compare with Boswell's *Life of Johnson*, no other book which could compete with it as a solace for the convalescent. I myself can put on record that, when I had six months of forced indolence after a somewhat serious illness, Boswell was my constant companion, and contributed more than anything to my ultimate recovery. And, as everyone has pointed out, Doctor Johnson is the eighteenth century in epitome; no other age did or could produce him. In him is wrapt up all the Augustan splendid sanity—its intolerance of cant, its magnificent common sense (tempered in his case by a melancholy wisdom); its inimitable humour and avoidance of dullness; its direct vision, which has been mistaken more often than not for platitudinizing; its habit of saying outright what pleased and what displeased it, regardless of quaint rulings of other ages; its inflexible rigidity of principle, combined with a very real charity; its wide knowledge, which has no sort of affinity with pedantry; its curiosity, mingled with a wholesome scepticism; its indomitable courage, coupled with that mysterious charm which so many of us for so long a time have held up to ridicule or scorned as being too childish for these latter days of wisdom.

Doctor Johnson is John Bull as we like to fancy him, not as travestied in the weekly paper—superstitious, weak-kneed, maudlin, or scandal-mongering—but steadfast, robust, intellectual, religious, and not ashamed of being thought so; companionable, witty, and courteous (I repeat, courteous; think of the doctor's famous epigram to Mrs. Siddons or his treatment of the inmates of his house); and it is not only Johnson the man whom we meet in Boswell, but the Johnson of *The Rambler*, of *The Vanity of Human Wishes*, of *Rasselas*, of *The Lives of the Poets* and *The Preface to Shakespeare*; Johnson the writer, with whom Mr. Saintsbury would have us intimate. The legend that it is the man, and not the writer, who is able to afford us such a perfect rest and refreshment is utterly and radically erroneous. We ought to re-read his works as well as to listen to his inimitable remarks. I would go even further and suggest that we no longer deride Johnson as a critic. Within his very obvious limitations he is not only a good, but a great, critic. I know few more illuminating, and no more refreshing, pieces of criticism than his remarks on Shakespeare. That he disliked blank verse is very plain—he admits it; and, after all, every man is entitled to his own opinion. The question is, taking all his idiosyncrasies into account, whether or not he does shed light upon the works of the man whom he discusses. I answer unhesitatingly—yes.

Of Johnson's companions, Goldsmith, of course, stands out most prominently. For pure amusement and refreshment it would, indeed, be hard to name a more ideal companion. The most lovable of men in himself, his prose style has been the never-ending charm of all generations since; its perfect simplicity, its pellucid clarity, and light humour have been the envy of all writers since. It is impossible to analyse it; it is sheer gossamer. But it is Goldsmith's versatility that is so amazing. He will write you a comedy, over which even a schoolboy will shriek with delight as he reads it to himself; verses polished, descriptive, direct, and even poignant; essays for which we cannot find high enough praise; a novel which still pleases and amuses every reader of whatever age; and even histories of various kinds, which are a constant joy to anyone who is ever lucky enough to unearth one in a second-hand bookshop.

You can be sure of amusement, of absolute re-creation, and of perfect rest, whenever you pick up any one of the works of this astonishing Irishman. And so we come to a branch of literature which even the most blasé and "modernist" of the moderns will allow to be the eighteenth century's peculiar gift—the art of letter-writing. There must be something more than the modern restlessness and hurry, the invention of telephone and telegraph, to account for the rapid decay of this fascinating department of the kingdom of literature. Whatever the cause, it is an estab-

lished fact that never before or since in any age have we had letters to compare with those of Lady Mary Wortley Montagu, Swift, Pope, Horace Walpole, Chesterfield, Cowper, and Gray. What a magnificent orgy is conjured up by the mere mention of these names. We take up a volume of any one of them, and hours afterwards may still be found glutting ourselves with their witticisms, their pictures of the life and manners of their times, their delightful anecdotes, and the thousand and one things about them that attract us. Lady Mary, with her wonderful descriptions of life in Turkey and admonitions about her husband's prospects; Lord Chesterfield, with his never-failing Attic salt and acumen, trying to model a perfect man of the world; Horace Walpole (to me the most interesting of all, and to Mr. Saintsbury so important that he recommends these ten volumes as a "thirdsman" to the Bible and Shakespeare), with his abounding vitality and endlessly refreshing kaleidoscope of current events, portraying the history of his time more exactly than any historian could ever hope to; Gray, with his scholarly and scientifically inclined investigations, keeping his eye on the object like the true poet that he was; and Cowper, most popular of all, with his pen pictures coined from nothing at all, able to interest us quietly, sedately, yet withal amusingly, about Olney, his garden, or a hare, the most exquisite small-beer—all these afford us a garden with never-ending pleasaunces and arbours, to which we can retire with absolute certitude that we shall return to the whirl of our daily round reinvigorated, full of new ideas, all our tangled skeins unravelled, and quietly confident because of our new-found peace. And wherein lies the magic of these peculiarly eighteenth-century letter-writers? Is it not in the unfailing good sense, the inevitable good temper, the obvious leisured ease of the authors, and the genuine interest betrayed and aroused in all sorts of different things? Nowhere did the century find so natural an outlet for its genius as in this art, and to neglect these letter-writers is to miss a very considerable portion of the spice of life.

Of Gibbon and Burke, Mr. Saintsbury says but little; he recognizes the refreshing qualities of *The Decline and Fall*, but he by no means does justice to the gorgeous rhetoric of our noblest statesman. Lawyers invariably tell me that they always look on a man who doesn't know his Burke as only half-educated, and certainly I have derived more considerable æsthetic refreshment from the speeches on India, France, and America than in any writers of a like kind in any language. To some extent a novel depreciation of Sheridan has of late set in. There were better things written between 1700 and 1798 than his three plays, and critics wax angry because we don't read them; but that ought not to blind them to the fact that in their class these comedies stand alone, and have been the constant delight of all play-goers and readers ever since. No one in his senses would deny that he gains a very definite sense of rest and refreshment after seeing or re-reading the comedies of Sheridan or Goldsmith; the stage, without these two in this century, would have been poor indeed. But all this time there has been an undercurrent of revolt against the tenets of the Augustan school; *The Fugitives from the Happy Valley* were headed, of course, by Gray and Collins, who, in spite of their personified abstractions, handed on a very definite torch to Wordsworth himself.

Collins, in particular, had that peculiar dream quality, that touch of pure lyrical softness, which haunts us in the later romantics. He at least breaks with a school which aims at neatness and polish and common sense above all else. *How Sleep the Brave* and *The Ode to Evening* need no relative eulogy; they are absolute, final, ineffably graceful and sweet. Macpherson's *Ossian* is, I fear, still caviare to the general, but its popularity and influence were once widespread throughout Europe. The point is that this verse-prose, with its breath of the blue mountains of Skye and the Hebrides and magic vagueness, shows yet another cleavage from the school of Pope. But it is when we come to Percy's *Reliques* (1765), the most epoch-making book that

appeared between 1700 and 1798, that we see the first real glimmerings of the great dawn of the Romantic revival. How good it must have been for the eighteenth century to read *Sir Cauline*, *Sir Patrick Spens*, and *The Nut Brown Maid*. It would, we feel, have been worth while to have lived at that period, ordinarily ignorant, and suddenly to have come across a copy fresh from the press. No wonder Scott raved so about it. I never met any one, boy or man, who was not in raptures over it when it was first brought to his notice.

It is difficult to analyse the charm which ballad poetry exercises over us; the fact remains that we would part with many precious heritages before we would consent to lose *Chevy Chase*, *The Battle of Otterbourne*, *Young Waters*, and so on. It is hardly necessary at this time of day to recommend people who are in need of rest and refreshment to go back to the ballads, but it is worth noticing that it is to the eighteenth century that we owe its revival and consequent popularity. Chatterton's *Ballade of Excellent Charity* and Smart's *Song to David* will never fail to provide restful pleasure to all who have eyes to see and ears to hear, but their place at this time of day is also well assured. And so we arrive at the setting of the Augustan Sun. Cowper, almost as versatile as Goldsmith, we already know as a letter-writer. His hymns stand out as the finest we possess, his *John Gilpin* and *The Task* scarcely need mention here, but it is perhaps permissible once more to draw attention to the importance of *Yardley Oak*, which certainly contains matters entirely foreign to the earlier writers in the century. Here we have the imaginative envisagement of everything, the half-pantheistic feeling of the community of man and Nature and God, which is so perfectly developed later on in Wordsworth. In all his poems, however, there is the same peacefulness and quiet humour which are so necessary for those in search of rest.

We feel, on laying down *The Peace of the Augustans*, that Mr. Saintsbury has conferred upon the State a real benefit, for there never was a time when we all of us so sorely needed all that the eighteenth century has to give us—level-headedness, a sense of humour, a sense of quiet, even though oppressed and weighed down by innumerable troubles; robust strength, an avoidance of thinking too precisely on the event—all these and many more are the gifts which this age has to bestow. It is all the more difficult when we feel so grateful for such a piece of criticism to have to comment adversely on many features, but, in common fairness to ourselves, a word must be added on the reverse side.

Never before can there have been such an astute literary critic who wrote so deplorably as Mr. Saintsbury. His style has long been recognized as almost as bad as his criticisms are good, but in this book he has "out-Saintsburiated Saintsbury," which must weigh with University lecturers before they take the responsibility of advocating this book as a textbook of criticism. Furthermore, he is a Tory of the Tories, and obviously prefers a political fight to all the literature there ever was. Like many others of his belief, he is unable to understand the moderns, and consequently reviles them most unjustly. Lastly, and most important of all, we close this book with a feeling that he himself does actually prefer the low-lying levels of the Augustan poets to the sublime heights of Keats, Shelley, and Wordsworth. We feel that we have been cheated by a very clever counsel, who insidiously recommends that, for our sanity's sake, we should try his prescription of eighteenth-century literature; and, when he has us in his clutches, he would have us leave all our glories of sea and sky and mountain, and stay with him in this field of very limited vision for ever.

The clever reader will take Mr. Saintsbury's advice gladly for a cure, but, when he is rested, he will rise again like a giant refreshed with wine, and come back to the present age ready to fight afresh for the new ideals and the twentieth-century theory of life and letters, which any one less biased than Mr. Saintsbury will allow are incomparably finer than those of the nineteenth and totally beyond the ken of the very earthy schemers of the eighteenth century.

THE PHILOSOPHY OF MYSTICISM.

RELIGIOUS mysticism, says the Dean of St. Paul's in his Bampton Lectures on *Christian Mysticism*, may be defined as "the attempt to realize, in thought and feeling, the immanence of the temporal in the eternal, and of the eternal in the temporal." The philosophy of mysticism seeks to find a rational basis and justification for mystical experience. It passes behind feeling and the immediacy of experience to thought, and endeavours to defend the rationality of religion and the validity of its continuous advance, until it culminates in the mystic's awareness of his identity with the Absolute or Perfect Experience. It is a high mountain air which the philosophical student of mysticism must breathe. You cannot defend the monistic or absolutist position against materialism, pluralism, and pragmatism without a discussion of difficult philosophical problems, which the man in the street is apt to regard as so much meaningless jargon. Yet philosophy is only deeper thinking upon the problems of common life; and if this thinking can be set forth in plain and lucid language many will feel the attraction of a world of ideas, which now seems to lie entirely beyond their ken.

Such a lucid exposition of the philosophy of mysticism has, we venture to think, been recently made. In Mr. J. H. Tuckwell's *Religion and Reality** we have an admirable exposition of the meaning of philosophical mysticism, which we hope many will read. In its technicalities are reduced to a minimum, and the writer shows himself to be possessed of a remarkable power of making his argument clear. We propose, in this article, to give some account of the book. In explaining his own creed, Mr. Tuckwell crosses swords with many redoubtable antagonists, chief among whom are Bergson, Bradley, and the late William James. His criticisms of opposing systems are some of his best work. In reading them we feel that we are dealing with a writer who is a thorough master of his subject, and has lived himself into his philosophy. Indeed, life and not logic may be said to be the cardinal principle of his thinking, but it is life which is informed by an immanent logic or rationality, and not the illogical life of pragmatism. Mr. Tuckwell takes his stand on reality, on concrete experience, and distinguishes sharply between the verbal logic of the schools and what he calls the fundamental or genetic logic of real life. Bradley, for example, will not allow the validity of the idea of a unitary self, because he finds the self to be not one but many, and James agrees with him. For these thinkers the self is composed of varying moods and tendencies, which make, indeed, somehow a stream of consciousness, but cannot be reduced to any satisfactory unity. Mr. Tuckwell, rightly as it seems to us, brushes aside these objections as "the cobwebs men have spun," and boldly takes his stand on the plain fact of experience that we know we are unities. The self of each man may include "the self of ambition, the self of avarice, the self of fatherhood or motherhood, the æsthetic self, the combatant or militant self," but all of these spring from one deep root, all are the expression of a living unity which lies below their seeming differences. If man is thus "one in many" or "many in one," have we not in that fact a ground from which we may rise to the conception of the Absolute or Perfect Experience as the supreme example of plurality in unity?

It will be apparent that the author is stoutly opposed to any materialistic interpretation of life, but presses to the full the claims of vitalism. Vitalism has come again to its own in the development of scientific thought; but we can hardly wonder that many men of science look askance at it; for an appeal to some mysterious vital force in organisms is an appeal to the unknown, and it is the object of science to explain the world in terms of the known. At the same time, it is doubtful whether biology has not hindered its own ad-

* *Religion and Reality*. A Study in the Philosophy of Mysticism. By J. H. Tuckwell. (Methuen, 7s. 6d. net.)

vance by a too rigid treatment of organisms in terms of molecular physics. The problem reaches its height when you are dealing with heredity. Mr. Tuckwell writes as follows:—"When treating of heredity, therefore, in any attempt to explain its special phenomena, recourse must be had to the psychical or spiritual side of living organisms; that is to say, we must endeavour to find in some facts or principles of conscious experience the explanation we desire. We conclude, then, that heredity has its real ground and explanation, not in any chemical or mechanical changes and activities of the germ plasm, not in any merely physiological process, but in conscious experience." We are driven, he says, to "suppose a sort of racial self, or at least some larger, more enveloping consciousness, where the memory of the past is stored and accumulated." This provides a fund upon which the individual draws, and is the basis of the possibility of progress.

We desire specially to commend the two chapters in which the writer treats of religion in relation to the evolutionary process. His line of argument we can, however, here only indicate. It is this. If we are right in regarding heredity as racial memory, and if, as James and Fechner have maintained, there really exist other and larger selves or consciousnesses, may we not go on, indeed must we not go on, to postulate the existence of the Absolute, the one all-inclusive life or experience, in which all lesser experiences find their unity and reconciliation?

The final object of religion is to reach the Absolute. Evolution shows, and Bergson has emphasized the fact, the existence in all life of an *élan vital*, an impulse towards advance; or, as Browning has put it,

All tended to mankind,
And, man produced, all has its end thus far :
But in completed man begins anew
A tendency to God.

The culmination and completion of this process is the experience of the mystic, who finds himself one with the Absolute. Genuine mystics are few and far between; but just as a "mutation," or large variation, suddenly appearing may lift the whole level of the life of a species, so the religious genius, *rara avis* though he may be, may be regarded as the herald of the future evolution of the race. The author deals at some length with two problems. The first is the possibility of the finite self realizing its oneness with the Absolute without being so merged in it as to lose its identity. Mr. Tuckwell appears to us to have made out a good case against the doctrine of absorption. The second is the problem of how we may best picture to ourselves the perfect experience of the absolute. Here we are bidden to consider the creative genius in art, whose creations are the self-expression of his inner nature. "The Absolute must be conceived as a self whose all-inclusive perfection consists in the activity within him of a perfectly harmonious, immediate, and creative experience, of the nature of what we term emotion, an immediate experience that is perpetually exfoliating into all the universes of time and space." God cannot be thought of as a mechanical contriver, as Kant made plain; but we can think of Him as a creative artist without finding ourselves confronted with insuperable difficulties. In artistic emotion thought and feeling are blended into an immediacy of experience, and it is this immediacy which gives us a clue, however inadequate, to the nature of the perfect experience. The metaphysician will be grateful to Mr. Tuckwell for his clear exposition of the need of metaphysics, if religion and ethics are to be securely based. A sane and sound view of ultimate reality can never be reached by the road of psychology. But he will also ask of him a further treatment of the problem of human freedom in its relation to the Absolute. If the volume reaches a second edition we hope that the author will add a chapter dealing with this very crucial question.

There are not a few who, like Tennyson's Ulysses, yearn "to follow knowledge like a sinking star, Beyond the utmost bound of human thought." Such may well do worse than take Mr. Tuckwell with them in their spiritual quest.

REVIEWS AND MINOR NOTICES.

Homer and History. By WALTER LEAF, Litt.D., D.Lit.
(12s. Macmillan.)

Mr. Leaf's new contribution to Homeric studies, which was first made public in the form of a series of lectures delivered at North Western University, Illinois, is a natural continuation of his work on *Troy and the Trojan Catalogue** which appeared several years ago. In both books he is concerned with the historical element in the Homeric story, and he tests it in each case by a searching examination of particular portions of the epic; but the results he reaches are strikingly different. He had accepted the *Trojan Catalogue* as a substantially correct gazetteer of the Black Sea Straits in the "Heroic Age," at a time before they had passed under the control of Greek colonists and traders; on the other hand, the catalogue of the ships (*Βοιωτία*, the latter portion of *Iliad*, Book II), which purports to be an equally genuine muster-roll of the Achaean host, is exposed in his present study as a fake—a clumsy attempt to force Homeric Greece into a later mould, and impose upon a non-tribal society the tribal parochialism of the forger's own age.

This exposure of the Greek Catalogue is the groundwork of the book. It is conducted with extraordinary vigour and acumen, and will carry conviction to almost every student of the Homeric Question. Even the most credulous will be shaken by the *reductio ad absurdum* of the "Thessalian Baronies" in Chapter IV—the most brilliant passage in the whole critique. In reading it, we have the feeling that a permanent step forward has been made; but we cannot feel the same about Mr. Leaf's constructive efforts to fill the blank, which the discredited Catalogue leaves behind, by a cento of data gathered indiscriminately from the remainder of the Homeric corpus.

In Homeric controversy there are, of course, two main schools of opinion—"unitarianism," which clings to a single author producing the epics by an individual act of creation; and a "pluralism" that regards them as essentially the work of many hands, created by innumerable generations of corporate tradition. Mr. Leaf is avowedly of the latter persuasion; and yet his method of reconstructing the historical geography of the "Heroic Age" seems fundamentally incompatible with it; while, curiously enough, the thesis advanced by that arch-unitarian, Mr. T. W. Allen, which gave the actual provocation to Mr. Leaf's destructive and victorious attack on the Catalogue, might quite well be accepted, on *a priori* grounds, by the most advanced professors of the pluralist creed.

Mr. Allen treats the Catalogue as the fragment of a chronicle or other historical document, dating from about 1200 B.C., and embedded in the Epos as the Gazetteer of the Royal Road and Xerxes' Army List are embedded in Herodotus. It makes no real difference to this hypothesis whether the Epos itself is a single deposit or a succession of strata—in fact, the geological analogy would more readily suggest the latter idea. It is a hypothesis perfectly permissible to the pluralist, and not only so, but it is surely the only conceivable hypothesis which could reconcile his standpoint with the notion of Homer being historical at all.

A hard, compact fossil may survive the evolutionary process and emerge in the final Homeric stratum in perfect preservation, with the very outlines it possessed before ever it was engulfed in the Epic's plastic, unstable clay. But if your one precious fossil is proved a fake, what other untransformed relics can you reasonably hope to disengage from Homeric soil? Mr. Leaf proves too much. The more we are convinced by his criticism of the Catalogue, the less we shall trust him when he offers us a concordance of the remainder of the Epic in the Catalogue's place. A century of Homeric study has surely established this general truth—that, in a field where the data are so scanty, it is fatally easy to harmonize and combine, and extraordinarily difficult to detect those significant

* *Troy: A Study in Homeric Geography.*

discrepancies which illuminate the structure of the whole Epic, and are more fruitful of knowledge than the most diligent joinery. The original evolution of the Epic (on the pluralist's theory) was a masterpiece of harmonization, and ever since this evolution ceased, still more ingenious harmonizers have been at work upon the text, from the now convicted author of the *Bowria* to Thucydides and Strabo (whose isolated and undocumented statements Mr. Leaf is perhaps too ready to exploit *au pied de la lettre*) right down to Mr. Allen and—Mr. Leaf himself.

So much for truth or falsehood in the details of Homeric historical geography. But even if we are reduced to agnosticism regarding the minutiae, we may still hope to conjure out of the Epic some general picture of the age or ages during which it was evolved, and especially of the particular social and historical factors which gave the original impetus to its growth. There is a general agreement among all sects of scholars that Homer was born of a "Wandering of the Nations," but there are two possible sets of circumstances in which this marvellous birth may have occurred. The Epic may have originated, about 1500 to 1200 B.C., through the infiltration of an "Achaean" people from Central Europe into the peninsula of continental Greece, and so claim Europe for its cradle; or it may have been conceived, a stage later, in the settlement of seafarers from Greece upon the Aegean islands and the opposite Anatolian coast, and have come to blossom in the city-states of Asia. Mr. Leaf declares for the former alternative—"The Achaean Epos" is the uncompromising title of his eighth chapter. We have no space here to marshal the arguments on the other side; but, as Mr. Leaf confesses to the same admiration as we ourselves feel for Prof. Chadwick's *Heroic Age*, we may perhaps be allowed to turn against him the Teutonic analogy by reminding him that Norse Saga was bred in Iceland, and not in Norway, and by referring him to Miss Philpotts' book on *Kindred and Clan*. Miss Philpotts examines, in the Teutonic World, the very subject Mr. Leaf is studying in the Heroic Age of Greece—the survival-power of tribe and kin—and her general conclusion is as follows: the kin-system persists unimpaired through even the most distant migrations by land, but is shattered by a relatively short migration across the sea; it died hard in Denmark and Norway and Northern France, while it vanished almost without a trace in Iceland and England. This analogy suggests that the non-tribal society, which Mr. Leaf so acutely divines in the "heroic world" of Homer, does not reflect the life of a transitory mainland empire at Mycenae, but the novel and enduring environment of Ionia across the sea.—A. P. T.

An Introduction to the Economic History of England.

By E. LIPSON, M.A. I: The Middle Ages. 1915. (Black.)

While discussing many difficult problems, this volume is easy and pleasant to read. It is written with a clarity and preciseness which bespeaks a mastery of its various subjects; it is well arranged, and its conclusions are supported by a wealth of proofs derived from records which bring vividly before us pictures of medieval life, and stimulate and guide the imagination. Beginning with the Manor, Mr. Lipson observes that there are indications that the early English settlements were not of the manorial type, and that there was a transition from free to servile cultivation. He examines the status of the villein and of men of an inferior condition, cottars and bordars, in whom he finds the appearance of a wage-earning class "destined eventually to supersede villeinage, and become the economic basis of modern industrial society." He explains the working of the open field system, and notes the communistic element in husbandry which did not extend to the ownership of the produce. While he by no means extenuates the economic effects of the Black Death in disintegrating the manorial system, he shows that it accelerated, rather than originated, the commutation of praedial services which was already in progress, and that the villein insurgents of 1381 did not revolt against oppression, but in order to obtain the freedom enjoyed by their fellows, and that they were

in a position which encouraged their hopes. Serfdom was slow in dying out altogether. It is strange to read that as late as 1586 a mayor of Bristol, then the second city in the kingdom, was claimed as a serf. During two centuries—1300–1500—the old agricultural system was gradually transformed; capital was used to create large tenancies, and enclosures destroyed the old village communities. Mr. Lipson distinguishes between the different processes of enclosure: in some cases it meant improved husbandry; in some it was accompanied by adequate compensation to the commoners; and in some was cruelly unjust.

In dealing with town life he tells us that he considers it impossible to determine what the customs were that were derived from those of Breteuil, so often referred to in our town charters as a standard of privilege. An interesting chapter on "Fairs and Markets" lays before us an important side of medieval life, and contains some information on various unfamiliar points, such as the suspension of the ordinary municipal authority during fair time and the pie-powder court. The mercantile privileges of towns were generally vested in a merchant gild, which seems to have been a post-Conquest institution. At first this gild was generally not identical with the burghal polity, and was, indeed, essentially different from it, though the municipal government and the regulation of trade finally fell to a single body. The monopoly of trade within the borough was claimed by the merchant gild for its members. On this monopoly, as our readers will remember, Dr. Gross insists, but as the burgesses of many boroughs possessed by charter the privilege of free trade within the kingdom, Mr. Lipson is certainly right in maintaining that the monopoly of the gildsmen was often "more nominal than real." Although the primary function of the Craft Gild was to control the industry of its members, it influenced every side of their lives; while it insisted on good workmanship, which may, as is suggested here, be connected with the prohibition of night-work—though other reasons for the prohibition, such as a dislike of extreme competition, seem to us at least as probable—it regulated wages, provided for religious observances, arranged amusements and festivities, dispensed charitable relief, and settled disputes. Some of these gilds admitted women to membership: among them the barber-surgeons of London and the silk-workers.

In some instances these gilds were for a time strongly opposed by the burgesses who regarded with natural jealousy the rise of bodies rich enough to purchase charters and able to win for themselves an exceptional position. This was the case with the weavers of London, the root of the trouble between them and the merchant gild being "not that the merchant gild wished to exclude the weavers, but that the weavers refused to be brought within the merchant gild." It is a common mistake to connect the gild system and trade unionism, and Mr. Lipson's remarks on the essential differences between them are therefore peculiarly valuable. The appearance of yeomen or journeymen gilds marks a change to a new condition of industry, which saw the growth of a permanent class of wage-earners able to occupy their craft but without the means to do so to their own advantage. As capital became a more important factor in industrial development, crafts were grouped together into one company, the difference between the trader and the manual worker became stronger, the trader gained control of industry, and the difference between him and the workman was exhibited by his wearing the livery of the craft, to which, in earlier times, all who followed it had a right, but from which the workman was now excluded. After summing up the merits and defects of the gild system, Mr. Lipson observes that we owe to it the admirable institution of apprenticeship and "the ideal of technical training and sound craftsmanship."

The history of the greatest of our industries in medieval times, the manufacture of cloth, is treated in a separate chapter. This is followed by an excellent account of our foreign trade. In the treatment of alien traders the interests of the King and the land-owning class, who, in order to purchase cheaply desired to buy of the foreign importer, conflicted with those of the native traders, who wished to

keep internal markets for themselves and to confine the foreigner to the carrying trade until they were themselves able to engage in it, and Edward I is credited here with a deliberate attempt to break down the monopoly of the privileged borough by allowing aliens, by the *Carta Mercatoria*, a large measure of commercial freedom for which they had to pay handsomely in customs. Much information will be found here as to the part played by the staple system in the regulation of commerce, the collection of revenue, and the maintenance of a standard of quality, while its importance in diplomatic arrangements is also briefly noted. It must not, however, be imagined that English merchants, even in very early times, left the carrying trade wholly in the hands of aliens. Mr. Lipson proves that even in Stephen's reign there were burgesses of Newcastle who carried their merchandise in their own ships, and that the merchant adventurers at an early period acquired a privileged position. A long rivalry between them and the merchants of the Hanse ended in Elizabeth's reign in the victory of the native society. A short chapter on the Exchequer and the Royal Revenue, in which full advantage is taken of the latest and best authorities on the subject, ends a volume of exceptional interest and scholarly research.

The Peace of the Augustans. By GEORGE SAINTSBURY.
(8s. 6d. net. G. Bell.)

The volume contains but a passing reference to the War, yet it promises to provide what many authors, original and compilers, native and foreign, have essayed in the course of the last year, a harbour of refuge from the storm and stress of the times. The eighteenth century is indeed a happy hunting-ground, and Mr. Saintsbury has already explored in detail its criticism and its novels. To speak of the age of Anne and the Georges, of the War of Independence, and the French Revolution as an age of peace is indeed paradoxical; yet, as a contrast to the succeeding age of Romance and the present age of Science and Introspection, its literature may be termed restful. Mr. Saintsbury knows its literature as few living writers do, yet we may doubt whether he is fully qualified for the task he has undertaken. He is singularly lacking in that directness, ease, and clarity which distinguish one and all of the authors to whom he gives his imprimatur. He is nothing if not epigrammatic and allusive. He thinks, as it were, aloud, and sets down *tout ce qui vient au bout de la plume*. It is, in fact, though he denies the impeachment, "a talkee-talkee book," though not "a series of gossiping sketches of persons and manners." To him it is the form, and not the matter, that signifies. Wherever we approach grave subjects such as history and philosophy, he flies off at a tangent or lets us down with a platitude. Gibbon is, of course, a prince of historians; defective as he is, Hume is vastly to be preferred to S. R. Gardiner. Everyone will, of course, read Berkeley's *Alciphron* and *Tar-water* again and yet again. Adam Smith was perhaps worth reading in his day, though he has generally been misread. And so we pass on to the one philosopher deserving a gentleman's serious study, Abraham Tucker.

Mr. Saintsbury once possessed Tucker's works in ten (or was it twenty?) volumes, and he looks forward to repurchasing them as a solace for his old age. Sir Leslie Stephen had the impertinence to call him "half-trained," and Hazlitt, to fill the cup of his iniquities, dared to abridge this prince of humorists. All this is amusing enough, but hardly what one expects in a serious history of literature.

But the centre of the volume is Swift, and on him are expended all the flowers of learning and rhetoric. *Gulliver's Travels*, we are told, is at once the most amusing story and the greatest satire of all the ages. Far be it from us to decry or depreciate the most remarkable man of the age; yet it should in fairness be pointed out that the *Gulliver's Travels* which has delighted generations of children is but a fragment of the whole work, that the later parts were too repulsive for times that swallowed without a qualm *Tom Jones* and *Tristram Shandy*, and, lastly, that the political

satire is dead and buried while that of Aristophanes is immortal.

We do not ask, indeed, for "chatter about Harriet," yet surely in any estimate of Swift it is all important to form some opinion as to whether he was married or not to his Stella, and, admire as we will the marvellous *Journal*, we cannot regard it as the "first great novel writ on the red-leaved tablets of the heart." On the famous "Only a Woman's Hair" we need something more than Sir Henry Craik's sapient comment: "It is for each reader to read his own meaning into them." And it shows very limited critical powers to contrast with Swift's *Journal* to *Stella* Rousseau's *Confessions* as "drenches of maudering pose and rancid sentimentality of a hopeless cad," and Goethe, in his *Wahrheit und Dichtung*, as "a cultured but rather priggish snob." Far soberer and truer, in our judgment, are Thackeray's estimate of Swift in his *English Humourists* and Prof. Nichol's in Ward's *English Poets*. It is characteristic that the name of the editor should be misspelt, but Prof. Saintsbury has probably forgotten his contributions to that admirable anthology, and more probable that he has not had the curiosity ever to read one of Mrs. Humphry Ward's popular novels.

Nothing is farther from our intention than to run down Mr. Saintsbury as a critic, only we warn our readers that they must not expect such a history of the Augustan Age as they will find in Henry Morley or Taine, or other accredited historians. We shall not quarrel with his aggressive Toryism if he rail against Macaulay as an ignorant and conceited Whig (the name occurs twenty-two times in the index), considers that the only true theory of education is that of Solomon and Orbilius, and selects Darwinism and *Essays and Reviews* as a summary of modern religious thought. But we do complain that the volume does not fulfil its primary intention, and give us the rest and refreshment that we seek in the present age of discontent. This is not to be found either in the wit of Pope or the manly common sense and loveliness of Johnson and the geniality of Goldsmith, or the exquisite simplicity of Cowper, the herald of a better age. As far as this book is concerned, Mr. Saintsbury is an unconquered Canaanite. In his heart of hearts he ranks Pope's *Essay on Man* above Wordsworth's *Ode on Immortality*, and in commending Collins's *Ode to Evening* he "hungers and thirsts for rice."

It was in 1850 that Matthew Arnold, in his *Memorial Verses*, told us that never had such soothing voice passed to the shadowy world, that never again in her weltering strife could Europe hope to find Wordsworth's healing power; and it is to Wordsworth or to the singers of an elder day, not to the Augustans, that we turn for peace.

The Revolutionary Period in Europe (1763-1815). With Eight Maps. By HENRY ELDRIDGE BOURNE. (7s. 6d. net. G. Bell.)

This is the best handbook which we have seen upon the Revolutionary period, and, with some reservations, we think that it may be described as the most helpful introduction to the new literature which has appeared in recent years. The work of Sorel, Aulard, Vandal, and many others has meant nothing less than a great revival in historical scholarship. Anyone who has kept in touch with the historical periodicals of France and Germany knows how much fine work has been done upon the inner history, and especially the "social" history of Revolutionary and Napoleonic Europe. Prof. Bourne has mastered the best of this work. His book is not brilliant nor particularly well written. It runs smoothly, but is essentially a handbook. At the same time it is clear and concrete. Full of detail, it will not be wearisome to those who are patient enough to realize the significance of detail.

Mr. Bourne has been ambitious. He has tried to write a political history of the most formative period in history from the economic and social standpoint. So far as we can see, he does not wish to dogmatize upon the interpretation of history, but he is under the influence of the latest work, and is most interested in the condition of the people, the course of legislation and economic policy, and the creation rather than

the growth of institutions. These preoccupations are excellent, but they have imposed limitations—a fact which teachers who use the book should not forget. We think that Mr. Bourne may have been encouraged to adopt this point of view more whole-heartedly than he might otherwise have done by instructions upon the geographical scope of his work. For example, he has apparently been told to omit American history, and has observed his instructions with an American respect for the claims of specialism. In consequence, although his history professes to cover the years 1763–1815, there is hardly a single reference to the great European War which arose out of the War of American Independence and closed in 1783. It is almost incredible, but it is the case, that the important Ministry of Vergennes, who, by separating French interests from those of Austria as well as of England, defined a national policy which was accepted by the Revolution, is passed over in complete silence. The work done by Sorel in the first volume of his book on *Europe and the French Revolution*—an epoch-making volume, if ever there was one—is disregarded by Mr. Bourne. And, having made this false start, he has not been able to recover a more balanced point of view.

Two sentences contain the only allusions which we can find to the Treaty of Versailles and Vergennes. They are these: "The eighteenth article of the Treaty of Versailles in 1783 had pledged the two countries to rearrange their commercial relations within two years. Before the Treaty was signed . . . Vergennes, the French Minister of Foreign Affairs, had written to his agent in London: 'One does not get rich from very poor nations.'" The saying has considerable interest, but could there be a better example of the disbelief in foreign policy as an expression of historical movement, as a real factor in history, than this solitary reference to Vergennes written on the eve of the war of 1914?

Apart from this ground of criticism, Mr. Bourne describes the Revolution exceedingly well. As he proceeds he becomes more animated, and, when he writes the history of Napoleon, he finds less difficulty in displaying, under the unifying guidance of the conqueror, the many-sided movement of the Revolution. We have never seen in a few pages such a good and clear account of the economic state of Europe, the status of the peasantry, the significance of benevolent despotism, the enormous legislative and administrative activity under the various constitutions of France, and the domestic policy of Napoleon. The treatment of the depreciation of the assignats and of the "Continental system" is particularly interesting. Only on one theme does Mr. Bourne cease to write forcibly and fail to give the impression of having seen what he writes. The occasional excursions into what is called "literary history" have a meaningless fervour—convey a sense of inevitable irrelevance—only too common in historical textbooks. There at last we find our America.

A Handbook of Greek Sculpture. By E. A. GARDNER. Second Edition, complete in 1 vol., and revised 1915. With Illustrations. (10s. Macmillan.)

Prof. Ernest Gardner's *Handbook* has been for twenty years the most useful manual current in this country on the subject of Greek sculpture, and its merits are sufficiently well known. During that time excavations have furnished much additional material, and research has led to the modification of former judgments. Such new matter was treated in appendixes added from time to time to the original work. These have now been incorporated into the text in proper historical sequence. The chapter on Early Art has been enlarged by a reference to the Cretan discoveries and the problems to which they give rise; the art of Lysippus is reconsidered on the basis of the Agias statue; the position of Damophon and the Cerigotto "finds" are discussed fully; the section on the Aeginetan marbles has been rewritten in the light of the discoveries and proposed reconstruction of the late Prof. Furtwängler. Alcamenes receives fuller treatment in connexion with the "Hermes before the Gates," a copy of which was found at Pergamum, and the now famous "Charioteer," discovered at

Delphi, is discussed in its relation to Attic art of the middle of the fifth century and that otherwise rather shadowy personality, Calamis. On all archaeological questions Prof. Gardner may be trusted to weigh the evidence, to present it fairly, and to draw reasonable conclusions. For æsthetic judgments there are few positive canons, and if the study of art is to be of any value, no student should be ready always *iurare in verba magistri*. If the estimates given of artistic value seem at times predetermined or biased by archaeological considerations and the question of date, that will often be found due to the natural predisposition of art historians to insist too strongly on tendencies, and to allow too little to the possibilities and waywardness of genius.

The illustrations may be as adequate as considerations of space and the limitations of photography allow. They bear no relation in their size to the scale of the originals; they often suffer from the defects of the medium, as when slight imperfections in the object, as weather-stains in marble, are exaggerated so as to obscure, or even spoil, all the beauty of form and line. It is probable that in many cases photographs from properly lighted casts would give a truer effect. The Hermes of Praxiteles might have been given as he now stands, with legs restored; the fine figure of Alexander, from the great sarcophagus, ought certainly to be included. The plate of Carrey's drawings is too indistinct to be of use; the source of the reconstruction of the Lycosura fragments should be stated in the text.

The issue of this book at this time suggests melancholy thoughts. German scholars since Winckelmann have been unwearied in their patient application of scientific method to the problems of classical archæology, and they stimulated the healthy and fruitful rivalry of other Western scholars. That rivalry has yielded perforce to the deadly rivalry of nations. The young students who should be debating these problems in the lecture-room are debating life and death in the trenches, whence, alas! too many will never return.

Towards a Lasting Settlement. Edited by CHARLES RODEN BUXTON. (2s. 6d. net. Allen & Unwin.)

If there is one counsel that more than any other needs enforcing it is *Audi alteram partem*. To many the very names of the editor and of the chief contributors—G. Lowes Dickinson, J. A. Hobson, H. N. Brailsford, and Philip Snowden—will act as repellants. They will all be lumped together as Pacifists, and on that score be refused a hearing. Against all of them may be quoted words of unwisdom, if not of folly, and we should not be prepared to endorse without reservation these calmer and more temperate utterances of any one of the essayists. Yet there is nothing in the volume to damp or discourage the present temper of the nation, the universal resolve to quell the aggressor—not only of English liberties, but of all national independence—or die in the last trench.

Mr. Frederic Harrison and the extremists on the other side bid us pocket all our principles till the War is over. If this means only that Unionists and Nationalists, Conservatives and Radicals, Capital and Labour, Protectionists and Free Traders, must sink for the time their differences, he is preaching to the converted; but if he intends to denounce as treasonable any attempt to probe the ultimate causes of the War, and consider what terms of peace we should be prepared to accept, and what reforms, both national and international, we should aim at, we hold that there is no time like the present. If the matter has not been thought out before the close of the War, we shall find ourselves landed in another Berlin Congress, and statesmen will again return, each to boast at home that he has brought back "peace with honour." Perpetual peace may seem no nearer than when Kant wrote his famous tract, but it will be a Pyrrhic victory unless the victors are agreed, and prove by their action that this is their ideal, a federation of the free nations: not a crushing of Germany and her Allies, but a taming of the Prussian spirit; the spirit of Thrasymachus in Plato's *Republic*, of the Rob Roys and swashbucklers of all ages. Let England frankly acknowledge that she, too, has sinned in the past; that she, too, has waged wars of aggres-

sion, and gloried in her bold buccaneers. At any rate, she embarked on this war with clean hands and with no ulterior object, as the defender of right against might, of the weak against the strong. These essays unduly magnify her past failings, but they are an honest endeavour to "see ourselves as others see us," as neutral nations will regard us when the War is over. It is as a democracy that we shall make peace, not as a *Weltmacht*, but as a federation of free nations. In this we are all agreed, however much we may differ from the sentiments of Mr. Philip Snowden. Could Germany, even were she unmuzzled, make the same profession of faith?

The Middle Period of European History from the Break-up of the Roman Empire to the Opening of the Eighteenth Century. By JAMES HARVEY ROBERTSON, Professor of History in Columbia University. (5s. Ginn.)

A pleasanter manual of history than this little book, or one which for its size is more likely to help teachers to make their instruction interesting, we have seldom met with. It does not, of course, contain many details of political history, though it deals broadly and well with the principal events and changes which have affected the States of Western Europe during some thirteen centuries. Its main object is to describe how people lived, how they were governed, what they thought and believed, and how they built. The treatment of so many and such large topics is necessarily slight, but is good so far as it goes, and it presents evidences of wide reading. The volume is furnished with several maps, some of them coloured, and a very large number of other illustrations, those of famous buildings, with little descriptive notes appended, being especially useful. When describing the main characteristics of romanesque churches, Prof. Robinson was perhaps prevented by considerations of space from saying that side aisles are by no means a universal feature; there are several romanesque churches of large size in France without them, especially in Provence, as at Avignon, Carpentras, and Cavaillon, and where the roof is domical as at Fontevault, Angoulême, and Cahors. It is well pointed out here that the introduction of the "Gothic" style was due to a problem in the construction of vaulting. The author is not so happy in his short notice of the nature of tithe. On the other hand, it would be impossible in an equally small space to improve on his statement of the religious attitude of Erasmus. The instruction in pronunciation given in the index might well have been omitted. Is anything gained by telling people to pronounce Poitou as "pwä tö"? Every chapter has a series of questions on its contents appended to it. Some teachers may welcome this offer of help; the best will probably ignore it.

Social Psychology. By W. McDougall, F.R.S. (5s. net. Methuen.)

The publication of the ninth edition of Mr. McDougall's book, first published in 1908, is a clear indication that the study of psychology is now being undertaken by a large body of the general public, for the author expressly states that this volume is not addressed primarily to the student, but to the cultivated reader. The present edition (like the eighth one, published in 1914) contains a chapter on the sex instinct which adds greatly to the value of a book which is already regarded as a classic, and is therefore beyond the need of criticism. The new chapter, however, calls for consideration, and is worthy of serious study from all teachers and parents. Mr. McDougall traces the sexual instinct in the lower forms of life up to man, and shows that the nature and operation of this "instinct in mammals holds good for the human species; and although the operation of the instinct is often (especially among persons of culture and refinement) very much complicated and obscured by the influence of the will, and of personal sentiments and ideals, it nevertheless is often displayed in relatively uncomplicated and direct fashion." The problem of how to regulate this powerful instinct—the most powerful and universal, indeed, of all instincts—is one of the most difficult that an advanced civilization has to solve. Hence it is of the highest importance that a knowledge of the nature and development of this instinct should be brought within the reach of all adults, not merely for their own enlightenment, but for the sake of the young.

Mr. McDougall gives a brief outline of the doctrines on sex

psychology associated with the name of Prof. Freud and his school, and, while rejecting these extreme theories, believes that they contain ideas that may be helpful in the comprehension of the part played by sex in both normal and abnormal beings. Certainly from the age of eight or so the sex instinct begins to show itself, and from this age it is desirable to direct it into a healthy channel, otherwise it is liable to cause ugly and unhealthy manifestations. A few wise words on enlightenment in sex matters will be welcomed by many older teachers, who feel that, though ignorance is by no means synonymous with innocence, actual and explicit knowledge of sex facts and operations does not by any means make for sex purity, as proved in the case of the slum denizens, and to some extent among medical students, who, as Mr. McDougall says, are certainly not ignorant of the facts, yet are not in any way specially noted for superior sex morality. The book should form part of the equipment of the teacher, who will find there, especially in the supplementary chapters, ideas which will be of practical value in the schoolroom.

Child Training. A System of Education for the Child under School Age. By V. M. HILLYER. (5s. net. Duckworth.)

Mr. Hillyer tells us that "if you stimulate and exercise the brain-cells properly you can develop almost any habits, abilities, tastes, faculties you may wish." He is careful to state his disbelief in the doctrine of "formal education," and yet this statement sounds dangerously allied to it. This, indeed, is the fault we find with the book. Again and again the "formal" fallacy creeps in; the child is to be set to do things of no interest or point for him, in order to attain a habit of obedience, neatness, &c. How strange, too, to find children under six being instructed about primary and secondary colours, parallel lines, carnivorous animals, and so on. We have looked to America for enlightenment in education, but this book seems almost wholly retrograde.

"Cambridge Handbooks for Teachers."—*Via Nova: or, The Application of the Direct Method to Latin and Greek.* By W. H. S. JONES. (3s. 6d. net. Cambridge University Press.)

To everyone concerned in the teaching of classics this must be a most interesting, and even inspiring, book; it is full of sound theory and helpful practice (see, for example, page 7, on Reformers' Principles; page 39, The Need of General Grammar; page 69, Text-books; page 82, Corrections; pages 151 ff., Place of Classics in the Curriculum). Mr. Jones explains clearly, and with a noticeable sincerity, what the "New Way" is and is not. He is ostensibly describing the application of the Direct Method to classics, but he is also showing by precept and example what ought to be the aims and methods of all true teachers. The "New Way" is really the oldest and first "rule in the book," but it has to be rediscovered over and over again, because teaching is such a terribly difficult art that those who try to apply it are constantly falling into error owing to ignorance, laziness, prejudice, over-work, want of sympathy or of opportunity, slavish adherence to custom and habit, &c. Every language teacher who feels dissatisfied with his methods or their results would profit by reading *Via Nova*. We should like to note three points, basing our remarks on some personal experience as well as on Mr. Jones's book.

It seems that the direct method cannot be applied with full success in teaching Latin unless (1) the spirit and practice of the teaching throughout a school is in sympathy with it; (2) the teacher himself is ready and able to take infinite trouble to learn as well as to make it possible for his pupils to learn; (3) sufficient time is allotted to the language. (1) To make direct method Latin lessons profitable a foundation of living English and French is necessary, i.e. a grip of elementary principles of language, the construction of a simple sentence and the functions of the parts of speech. Every teacher must realize how many of the mistakes in the ordinary Latin exercise are due to slipshod English and inaccuracy of grammatical conception. Further, if the pupils are not used to self-expression and self-activity in class the Latin time is largely wasted in excitement and mental adjustment. (2) The direct method needs a real mastery of the language on the part of the teacher. The textbook cannot take his place; he must plan very carefully and skilfully for himself both isolated lessons and courses. (Accuracy and fluency in speaking are a matter of care and practice.) (3) There are many schools (especially, perhaps, for girls) where only four, or even three, periods a week are allowed for Latin. It seems to us that in such cases the full aim of Latin teaching cannot be achieved, either by the direct method or any other. One or more partial aims, as it were, must be selected and method must be adapted so as to secure the best results under the given conditions; for ultimately method is simply the best means available for carrying out a purpose.

Latin Selections. Illustrating Public Life in the Roman Commonwealth in the Time of Cicero. (4s. 6d. Ginn.)

This book contains selections from Aulus Gellius, Asconius, the

Digesta, Varro, some definitions from Paulus and Festus, two laws, the *Lex Julia Municipalis* and the *Lex Quinctia de Aqueductibus*, besides many passages from Cicero's speeches, letters, *de Legibus*, *de Republica*, &c., and some letters of Pliny. It is well to have the less accessible sources of information in a handy form, but it seems a pity that the book contains no index of the authors and sources quoted from; these might at least have been given in the list of contents. Students will, no doubt, find the collection helpful, and it may well serve the further purpose of leading them to widen their reading in the classics. We suppose "candidacy" is an American equivalent of "candidature."

Women and Bribery. By R. M. LEONARD. (3d. The Bribery and Secret Commissions Prevention League, 9 Queen Street Place, E.C.)

The Prevention of Corruption Act was passed in 1906, and already there have been a hundred convictions and various terms of imprisonment imposed. Of these five have affected women. As at least a third of the women of the country are occupied in paid work, the percentage is small. In view of the fact that larger numbers of women than usual are passing into paid work, such as munitions, the League does well to call attention to the Act. In the dealings of women servants with tradesmen there are many temptations to blackmail—temptations not always overcome. The League publishes the name of its President (Right Hon. Sir E. Fry) and seven Vice-Presidents, all men. Why should not some of its officials be women, as a practical acknowledgment that women ought to have honour and responsibility thrust on them as well as duties and suggested punishments? It is significant that a large part of the pamphlet deals with "Woman's Sphere, the Home." In spite of the constitutional defect of the League, the pamphlet is sensible and opportune.

The Great World War. Edited by FRANK A. MUMBY. Part X. (2s. 6d. net. Gresham Publishing Co.)

With Part X the fourth and concluding volume, as at present advised, begins. It contains a capitulatory chapter by the General Editor, "The Partitions of Poland," and "The Great Russian Retreat," by E. S. Grew; "The Summer of 1915 at Sea," by David Hannay; and "The Summer Campaign on the Western Front," by the General Editor. For frontispiece there is a striking portrait of the Grand Duke Nicolas, and the interest in the photographs is well sustained. Even if, as our most sanguine prophets predict, the autumn sees the end of the War, the editor will be hard driven to complete his history in the two remaining parts.

Canada in Flanders. By Sir MAX AITKEN, M.P. Vol. I of the Official Story of the Canadian Expeditionary Force. (1s. net. Hodder & Stoughton.)

This semi-official narrative of one section of the War, from Neuve Chapelle down to the arrival in France of the Second Canadian Division, with a Preface by Mr. Bonar Law and an Introduction by Sir Robert Borden, forms the first volume of what is certain—at least, in the Dominion—to form a national chronicle. Sir Max Aitken, as a reader need hardly be reminded, is himself a true-born Canadian, and served as a privileged eyewitness. He combines with discretion a graphic pen.

"Through the Eye Series."—*The Civilization of the Ancient Egyptians.* By A. BOTHWELL GOSSE. (5s. net. Jack.)

This is a professedly popular account of Greek civilization. The great feature of the series is the profusion of photographic and line illustrations. It is certain that such a book as this can make a strong appeal where other methods would fail, for the number of carefully selected and really beautiful illustrations makes it easy to follow the simple graphic descriptions of the life and occupations of ancient Egypt.

Music as a Language. Lectures to Music Students. By ETHEL HOME. (3s. 6d. net. Oxford University Press.)

Miss Home's book seems to come as an immediate response to Mr. Stewart Macpherson's invitation to the heads of schools, contained in his recently published book, *The Musical Education of the Child*. Miss Home, Head Mistress of the Kensington High School, obviously has been weighing the value of music study, and does wish it recognized as one of the regular school subjects. Along with Mr. Macpherson, she wants the music teacher to be one of the school staff, and has recognized the necessity for training the music teacher in the most practical way by having a musical training department attached to her school. Her views are ably set forth in these lectures. It is a most hopeful sign that musicians interested in education and those engaged in general education are working for a common end—to widen the scope of the musical education of the child and to secure trained teachers for this work. Miss Home's book contains much sound pedagogy. Some points of detail may raise dissent or question. It seems that she believes in cultivating only a sense of relative, not absolute, pitch. As to the children

whose rhythmic development is in advance of their melodic development (see page 41), it has to be recognized that this is a natural order, and may not be due to bad teaching; in fact, it is possible to have a fine rhythmic sense and almost no melodic sense. In teaching a song, too, it is often as well to get the rhythm first on a monotone, and then study the melody. The listening to chords in a sequence is made to follow the listening to them in isolation, and yet it seems pretty certain that a child gets the feeling for the tonic, dominant, and subdominant harmonies first through noticing cadences before it is capable of analysing the chords at all.

Types of Christian Saintliness. By WILLIAM RALPH INGE, Dean of St. Paul's. (Sewed, 1s. net; cloth, 2s. net.)

These three addresses, delivered to the London Diocesan Girls' Association, are an attempt to define and illustrate the three types of Christianity that co-exist in the Established Church, the Catholic, the Protestant, and the Liberal. But Dean Inge carefully abstains from labelling them by their vulgar titles of High Church, Low Church, Broad Church. The distinctions are wider and deeper than any that separate denominations or sects. "It is almost a pure accident whether a man is born and dies a Roman Catholic or an Anglican or a Dissenter." The subject, it would seem, was chosen before the lectures were written, and these hardly answer to the title. Only the third presents us with lives or characters of typical saints, Whichcote and John Smith, the Cambridge Platonists. Corresponding to these is a brilliant and original characterization of St. Paul as the prototype of Protestantism. To sum up the moral of the three lectures, Dean Inge, while finding good in all three types, regards the Liberal Churchman as the ideal of the future, and intolerance, wherever found, as an accursed thing. He accepts evolution as applicable no less to Christianity than to science, and will accept nothing as the final truth, even on Apostolic authority. His chief defect is that he has no adequate sense of *sin*; that, as was said of Matthew Arnold, he is too much at his ease in Zion, and thinks, like Robert Browning, that good and honest work will suffice without saintliness. The Dean is hardly fair to Browning, who praised "grand old Martin Luther" for "teaching original sin." Southey did not write the famous chapter on "Snakes in Iceland," and *à l'outrance* is an old offender.

The Lands of the Scottish Kings in England. By MARGARET F. MOORE, M.A., Carnegie Fellow in Palæography and Early Economic History. (5s. net. Allen & Unwin.)

Mr. Sidney Low remarked at the recent Conference of the Historical Association that England is not even insular—she has always shown a marked disregard for the wishes and preferences of Scotland, Ireland, and Wales. Of the three, Scotland made far and away the best fight for national independence. A Scotchman must always feel refreshed and invigorated when he reads over the terms of the Act of Union of 1707. Three years before its passing Scotland informed England (once more) that the only true Church of Christ was the Presbyterian; limited England's power to drag Scotland into war, and declared that, unless certain conditions were observed, she would not choose the same Sovereign as England when the Stuart dynasty came to an end. At the Union, Scotland obtained an indemnity, her own laws and Church, and other excellent terms. Now Miss Moore's book goes back over a piece of Scottish history little known on either side of the Border, the lands that Scottish Kings owned in England, and the important effect they had on the political relations of both kingdoms. For a century and a half the effort to retain these lands constituted the whole foreign policy of the northern kings. When David I married Matilda, daughter of the Earl of Northumberland (accession 1124), he acquired the Honour of Huntingdon, and reinforced by this marriage the Scottish claim to Northumberland and Durham. In his introduction Prof. Hume Brown summarizes the great struggle for supremacy between North and South as turning on the possession of the northern counties. Whoever held them would be the "predominant partner," and at one time it seemed likely that Scotland would hold the honour. But she could not produce—royalty never can—a line of kings of the calibre of King David. Civil dissension tore and crippled Scotland and the destinies of both kingdoms were decided on their present lines. This book relates the whole story of the struggle during 150 years, and it is, therefore, an interesting and important contribution to the history of both countries. To some extent it explains the admirable terms of the Union which Dutch William had so much at heart, but which could not be carried during his life. The four last chapters dealing with life on the Scottish manors in England, life in the religious houses, the administration of law, the success of the Scotch in cattle driving, illustrate different phases of life in bygone days.

A Short History of Early England to 1485. By H. J. CAPE, M.A. Oxon., &c. (2s. 6d. Methuen.)

That a schoolmaster who has for years taught English history should be strongly tempted, as Mr. Cape tells us he has been,

to write a textbook, is natural, especially if he is interested in his subject and in the teaching of it. To this feeling and to a desire to follow out the recommendations of the Board of Education is to be attributed the appearance of this handy and, on the whole, well composed volume. A general acknowledgment is proffered in the preface if the author has borrowed from others. The "if" should, we think, have been left out, but no great acquaintance with original authorities is necessary for the writing of a schoolbook, though the more thorough the author's knowledge is the more likely it is that, if other qualifications for it exist, his work will be satisfactory. In many respects this book is well suited for use in secondary schools. It is written in a clear and readable style; its paragraphs are furnished with indented marginal contents; the facts related are many, but the narrative is not overloaded; there is a sufficiency of dates, and continental affairs receive adequate notice when they bear on the course of English history. On the other hand, there are many statements which call for amendment. Birinus, the apostle of Wessex, was not one of "Oswald's missionaries." He came from Italy straight to the West Saxon land. Bede's words are: *Brittaniā perveniens ac primum Gevissorum gentem ingrediens* (Hist. Eccl. iii. 7). Mr. Cape's meaning is doubtless correct when he says that at the Norman Conquest all land became *terra regis*, but the expression is unfortunate, and the words implying that before that date the land of a ceorl was absolutely his own take no account of the growth of seigniorial power. It is incorrect to describe Archbishop Lanfranc as Abbot of Bec, and if there was a "tradition" that Henry was concerned in the death of his brother Rufus, it was a foolish one, and should find no place here, especially with the remark that "he had most to gain." Henry I, we are told, brought Gilbert "Ffolliott" over to England. Foliot's family may have come to England in Henry's reign, and he was here as a boy, but he became a monk of Cluny and was head of the Cluniac priory of Abbeville in 1139, four years after Henry's death, when Miles of Gloucester, his kinsman, brought him over by procuring for him the Abbacy of Gloucester. He was learned and an excellent letter-writer, but to describe him as "the greatest scholar of his age" is simply ludicrous. Mr. Cape makes the wives of Henry I and Stephen sisters, but this is evidently due to a muddled sentence. Richard I met his death not in Poitou but in the Limousin. Edward I did not substitute archers for cavalry; the improvement in tactics adopted by him was the combination of cavalry with infantry armed with missiles, chiefly bowmen. This is perhaps enough to show that this book needs revision before it can be recommended for use in schools.

Lingard's History of England. Abridged and Continued by Dom HENRY N. BIRT, O.S.B. Revised and cheaper edition. (3s. 6d. G. Bell.)

So far as the abridgment of Lingard's justly famous history is concerned, Dom Birt appears to have performed his dreary task with some success. His Eminence Cardinal Gasquet assures us, in a commendatory preface, that every care has been taken to notice any new light "which modern research has thrown upon our history." The amazing statement that in Saxon times "no less than two-thirds of the population existed in a state of slavery," which, by the way, we have failed to find in Lingard, should have been amended in this edition. The continuation of Lingard's work is so compressed that we cannot take it very seriously, but we are bound to say that, with all due allowance for the exigencies of space, it must be pronounced eminently unsatisfactory. For example, Wilkes should not be said to have questioned the king's veracity, though George III took his bitter criticism of the Speech from the Throne as a personal insult; Pitt showed his courage, in 1784, not by "advising a dissolution," but by withstanding a hostile majority in the Commons until the time came that he could safely appeal to the country; his standpoint on the Regency question is misstated; he did not go to war with France to restrain her "in her revolutionary career," nor is there reason to believe that his retirement was caused by any other motive than that which he assigned to it. Lastly, Fox's death should not be said to have brought loss to the Duke of Portland's Administration, for he died in 1806, before it came into existence—not, as here, in 1807; and his death was caused, not by "a load of responsibility," but by dropsy.

The Story of England. By MURIEL O. DAVIS, late Scholar of Lady Margaret Hall, Oxford, &c. 1912. (3s. Clarendon Press.)

This is a generally successful attempt to set the history of England before young learners in a way that is likely to arouse their interest. Miss Davis writes with vigour; her sentences are short, but not jerky, and her meaning is always plain, though she wisely avoids the use of childish language, and no one reading her book will have the feeling that it is written down to suit a lower intellectual level than her own. The points she brings forward are for

the most part well chosen, and she uses anecdotes and scraps of ballads with good effect to enliven and illustrate her narrative. But the desire to be interesting or picturesque is not without its dangers, and in her account of Herevard it has led her to trust to romance. It is, perhaps, almost necessary in a book of this kind to label kings and queens with some moral or other characteristics: it is doubtless often difficult to do so in terms which convey precise information, and the description of Henry III as "fussy and conceited" does not seem particularly happy. More details are given, and the treatment is more advanced in the later than in the earlier part of the history. For example, the excellent paragraphs on the industrial revolution of the eighteenth century are a great advance on the jejune and unsatisfactory notice of the condition of the peasantry at the insurrection of 1381.

A Treatise on Statics. By GEORGE M. MINCHIN. Vol. II. Fifth Edition, revised by H. T. GERRANS. (10s. 6d. Clarendon Press.)

Shortly before Prof. Minchin's death (in March 1914), it was decided to issue a revised edition of his standard textbook on statics. Some portions were to be omitted and, it was to be hoped, incorporated in an independent work; an account of his researches on spherical harmonics was to be added, as well as a large number of new examples. The author himself decided on the articles and chapters which should be left out, but, owing to his illness and death, the work of additions was left to other hands. Mr. Gerrans has inserted the new problems in an appendix, which now forms one quarter of the whole volume. The problems, which number nearly five hundred, are a most valuable feature of this new edition of one of the best of our mathematical textbooks.

A Book of English Poetry. Edited by GEORGE BEAUMONT. (3s. 6d. net. Jack.)

The *Book of English Poetry* reminds us both in form and substance of a favourite of our youthful days, Dr. Aikin's *British Poets*. It was, if our memory serves us, a stout volume in double columns, and gave, or professed to give, the complete works of all our classical poets, from Ben Jonson down to Cowper. The present volume is on a larger scale, and more ambitious in its design. It begins with Chaucer, and goes down to poets still living and flourishing, only one of whom is excluded by reason of copyright. Dramatic authors are likewise barred, with the exception of Shakespeare, whose *Lucrece* and thirty-five of his sonnets are given entire; and there are no biographical introductions, which loomed large in Dr. Aikin, but which we religiously skipped. It is, we must confess, a pleasant surprise to find once more an anthology of the earlier type, and we might well contrast it with the exquisite esoteric anthology of the present Poet Laureate, reviewed in our last number. The book is "not fair to outward view," and must stand or fall on its intrinsic merits. The best test that we can apply is to consult the index of first lines, and see how many of the thousand and odd poems we recognize, and in how many of those we fail to recognize the fault is not the compiler's, but our own. Taking at random a hundred lines, we found some sixty familiar friends, and the forty missing links were accounted for mostly by lapse of memory, and less than a score by ignorance of poets in the making. This is a casual but well merited compliment, and our only suggestion to the enterprising publishers is that they should reissue the volume in two parts, so as to make it no less attractive than it is profitable. With this object some of the longer extracts might well be omitted—for instance, Keats has fifteen pages—and some obvious omissions supplied. Brief notes on the obscurer poets might well replace "Sources of Extracts" and "Notes on Certain Texts."

From Joseph Williams we have received some pianoforte music, all of which is interesting, but not uniformly attractive. Some modern English composers are evidently obsessed by the notion that originality, even if this results in ugliness, is a criterion of artistic merit. They forget that as soon as the novelty wears off there is often nothing of any value left. This applies to some pieces by ARNOLD BAX, who is evidently specializing in *Russian Tone Pictures*, and we cannot think that these are likely to become popular. Sir A. MACKENZIE, in *English Air with Variations* (rather difficult), and YORK BOWEN, in *Suite Mignonne*, show how this fault can be avoided without lapsing into trivialities. A *Love Song and Valse Impromptu*, by FELIX SWINSTEAD, are quite attractive, and, with *Egyptian Sketches*, by HUBERT BATH, should be welcomed by teachers who want something neither difficult nor trite. The same can be said of *Album Leaf*, by F. MANNS, and *Lyric Pieces*, by HARRY FARJEON. *Five Country Dances*, by HELEN BIDDER, are dainty, and should prove useful rhythmic studies. A series of pieces by VON AHN CARSE, entitled *The Violin Teacher*, can be unreservedly recommended. They are quite easy technically, but will repay close study.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

We have been told that the War will cripple us for a generation.

Of Continuation.

Its lessons rightly understood, it were the quick and permanent salvation of Britain. Into the moral world it has brought new light; in the economic world it has taught us what treasures we have been wasting—in idle girls, in broken manhood, in untrained men and women. Let our children stay in the primary schools until the age of about fourteen, receiving during the latter part of the course vocational guidance and generalized vocational instruction; let them then pass either to secondary schools or to continuation schools offering specialized vocational instruction and some measure of liberal education. What would be the result? The chief asset of the nation, its children, would, in a quarter of a century, be quadrupled in value. To the proposal Bumbledom says, No! It is an idle dream, cries the unimaginative burgher. Let him read, however, this item of news from York, Pennsylvania—which is in the United States, and not in Dreamland. Sixty-nine pupils attended the first session of continuation schools under the provisions of the State Child Labour Law. By that Law all children between fourteen and sixteen years of age employed in local establishments during the day are required to attend the continuation school one day in each week, only those engaged in agricultural work or employed as domestic servants being exempt. The schools are to be open from 8 o'clock in the morning until 5 o'clock in the evening; and, so far as is feasible, a different group of pupils will attend them each day. The Superintendent is striving to arrange the hours of attendance so as to suit the convenience of employers. The scheme is in the experimental stage—a stage which England is not allowed to reach. Yet it was in May 1911, nearly five years ago, that the Education (School and Continuation Class Attendance) Bill, "presented by Mr. Runciman, supported by Mr. Trevelyan, Mr. Solicitor-General, and Mr. Tennant," was ordered to be printed, with the cognizance, we may assume, of the Board of Education. The Board of Education is like the printers as denounced by Calverley! It will print anything. But it is hard to move it to effectual action—a great European War was needed for the purpose.

The "pictures" or "movies," as they are affectionately called by their admirers, draw the children in the United States even more powerfully than in England. To a question, "What is the average number of times you go to the motion-picture shows monthly?"

The Eye as Teacher.

731 pupils of the Decatur High School, Illinois, made answer. Only 78 were total abstainers; 100 debauchees paid from 12 to 30 visits a month; whilst a conscientious middle section of 145 admitted that they went more than eight times a month. What does wise pedagogy do in face of such a phenomenon? It must watch the effect and control the character of the exhibitions. At Los Angeles a new post has been created—that of County Director of Visual Education. The requirements are that the holder of the office must have, as well as a high-school teaching certificate, a practical knowledge of cinematographic pictures, their installation, and the mode of working them. California is minded not to cast out the "movies" as if they were devils, but to enchain them in the service of the school.

The *Educational Review* (li. 2) contains an article on "Methods of Teaching at [the Naval Academy] Annapolis."

At Annapolis.

The Academy received, twenty-five years ago, a medal from the Paris Exhibition, awarded, according to the letter of transmission, "to the best educational institution in the United States and the best naval school in the world." Its students are drawn from every part of the United States and now more frequently than in the past they are chosen by competitive examination. The fact that they are paid, not paying, for pursuing their studies reminds them that they have entered on a vocation and stimulates them to work. A rigid system of drills and physical training obtains; but moral and intellectual culture is also provided for. The executive and disciplinary authorities have usually been naval officers. The classes are all large, since there is no specialization or choice of studies. In none of the courses, however, is the more or less discredited lecture system at all generally employed. In time of peace there are plenty of instructors, and it is thus possible to divide a class in any particular subject into "sections" of from eight to fifteen men. In the classroom the function of the teacher is not so much to impart knowledge as to hear recitations and to give each man a mark. Black-board exercises, papers, and oral recitations are the ordinary routine. The midshipman has a textbook put into his hands, is required to study it, and expected to reproduce with fidelity the

knowledge thus got. Every time he idles away a study period or is caught smoking in a corner, his delinquency is recorded in a book and counts against him. If the system of instruction tends to promote memory rather than reasoning power, it encourages industry and application, and develops a confidence that no task is too difficult to be mastered by resolution and hard work. These qualities are invaluable in a junior officer.

The important Keating Child Labour Bill passed the National House of Representatives by a vote of 337 to 46. The Bill makes it unlawful to ship in interstate commerce goods produced wholly or partly, in mine or quarry, by children under sixteen years of age. Nor may manufactured goods be traded between States if made in whole or in part by children under fourteen or by children under sixteen employed more than eight hours a day, or by children under sixteen employed at night. If we understand aright the summary of the Bill that reaches us, a State may deal internally with the products of child labour, but may not transmit them to another State.

The Bureau of Education produces great results at small cost to the people. The estimates for the fiscal year 1916-17 show an increase of 97,000 dollars on the amount for the current year. Prominent among the ends for which an increased allotment is required are the investigation and promotion of rural education, industrial education, school sanitation, and hygiene. The sum hitherto voted for the Bureau is a scandal, says an American writer, in a country that pretends to believe in education. We could name a country that has a very faint-hearted belief in education, yet spends large sums to maintain an Education Authority of little weight and no driving power.

FRANCE.

The influence of the War, elevating here, baneful there, is still dominant in education. In the playground comforters (*cache-nez*) are rolled to make Indian headgear; a strip of wood between the teeth is a Gurkha's knife; the lithest and most crafty-looking boy is executed as a spy. The teacher from his desk appeals for dutifulness in the name of the father doing duty in the trenches, and transmits to him his son's composition or "report." In examination you are asked to describe the scene in a village when a new *communiqué officiel* arrives, or to explain how the work of combatant men is now being done by old men, women, and children. But the Inspecteur d'Académie des Basses-Alpes, in a circular addressed to the primary teachers of his district, has some prudent counsels for them, of which England may well take note. They must not entertain the children about the War to the neglect of important matters of study; and they must not falsify the instructions they give in certain subjects, such as history, in order to blacken the enemies of the nation. It is better to suffer than to commit an injustice: it is better to be misrepresented than to misrepresent.

The ultimate effect of the War on the position of women is a theme still much debated. It is with women in the school that we are concerned. In order that girls may succeed with higher studies they ask for Latin in their *lycées*: hitherto, when they have got it, it has been in the third year and from a man teacher. In one of the *lycées* of the South-west the head mistress has introduced it in the second year and entrusted the course to a young *répétitrice*. It is contended that as women penetrate the classical humanities they will infuse into them some of their own qualities—"la délicatesse des sentiments, l'esprit de finesse, l'harmonie des devoirs et des droits, la beauté suprême." Meanwhile they are teaching the boys while the men fight. Statistics show that at the end of last November there were 104 women teachers in the *lycées* for boys and 293 in the *collèges*. In the *lycées* 5, in the *collèges* 9, women were teaching Latin. The development is interesting. The War found woman unworthy to teach Latin to girls and sees her imparting the august instruction to boys!

In 1902 France, it will be remembered, recast its secondary education, putting—to express the change briefly—liberal options in place of the old classical education. Even in the time of war the Parliamentary Commission de l'Enseignement deliberates. To it M. Painlevé, Minister of Public Instruction, declared himself in favour "ni d'un brusque retour aux 'humanités' intégrales, ni d'une croyance superstitieuse aux bienfaits d'un enseignement encyclopédique et superficiel." The old issue between width and depth is raised. It seems that the teaching of French will in future receive more stress, and that classics will be exalted in honour, or at least not lowered. Literature is to thrust science back, in spite of the recent applications of science!

CAPE OF GOOD HOPE.

The attention of School Boards is called (by the Education Department) to the need for economizing expenditure on school equipment.—Fifteen schools in the Province have their own school magazines.—

News in Brief Items.

The Education Department asks to be supplied with full information in regard to teachers on active service, of whom there are many.—The Cape Town sub-Committee of the South Africa Gifts and Comforts Organization is seeking to get touch with the girls' schools, that volunteers may be got to knit and sew for the purposes of the Organization.—The article reviewing European history in relation to the present War, written by M. Seignobos, and originally published in the *Revue de Paris*, is being circulated by the Education Department.

NEW ZEALAND.

In the Education Report for 1914 general progress is indicated.

Some Details about Education.

The year was marked by the passing of a consolidating Education Act. Many of the changes so effected are administrative; a noteworthy one is an improvement in the salaries of teachers, the minimum being raised from £90 to £110, the annual increments from £5 to £10, and the maximum increased in most cases by amounts ranging from £10 to £90 a year. As to primary education, the number of schools open at the end of 1914 was 2,301, as against 2,255 a year earlier, and the average weekly roll number in public schools showed an increase for each quarter on that for the corresponding period in 1913. The improved attendance is owing in part to the action of law, in part to a growing interest of parents in the education of their children and to brightened conditions of school life. A special grant of £4,000 was applied to the training of teachers. In the department of secondary education New Zealand, it will be remembered, has a liberal system of free places; now only 16 in every hundred pupils pay fees. The average salaries of secondary teachers are:—

	Men.	Women.	All.
Principals	524	397	482
Assistants	248	163	211

Important day technical schools, of secondary grade, provide industrial, commercial, domestic, art, and general courses. With regard to higher education, the New Zealand University Amendment Act of 1914 made new arrangements for the payments of fixed grants out of the Consolidated Fund to each of the affiliated institutions of the University; it also established a Board of Studies, the twenty members nominated by the affiliated institutions, to make recommendations to the Senate as to examiners, diplomas, &c.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The most important academic event of the term has been the passing of a Statute making changes in the Honours School of Chemistry. Much was being done before the War to improve the teaching of Chemistry in the University. The new Professor has a great reputation not only as a chemist, but also as an organizer; another Professorship had been arranged, and the new laboratory just started building. The War has disarranged much of these schemes in the meantime, but the Sub-Faculty of Chemistry have been doing what can be done in these times; they have been thinking out their plans for the future. They now propose to divide the examination into two parts and to add to the present Honours school an examination in the principles and methods of a piece of research in which the candidate has been engaged for a year. No one will in future be able to get a class without doing both parts of the examination. The proposal is most important and interesting, and not only in its probable effect on the teaching of chemistry. The earlier plan was to encourage research by the granting of special degrees such as the B.Sc. These degrees have not been a great success. They have been largely taken by graduates of other Universities who have not the time to take the regular Honours course, but have not been to any large extent post-graduate courses as was hoped. The success of this new experiment will be looked forward to with interest when happier days return.

The O.T.C. has under the dispensation of the War Office entered on another phase. It was thought that when the War Office stated that no commissions would be given from the O.T.C. after the end of February that it would for the duration of the War

cease to be. It is to remain, however, though only as a pale ghost of its former self, as an avenue not to a commission but to one of the new cadet battalions through which in the future all candidates are to pass, and two of which have just been established. It is to be open, however, only to men under the age of eighteen and a half, possible candidates for commissions who are over nineteen being now all in the ranks. This is an important concession, though it naturally does not affect many men. There are a certain number of men who look forward to coming up when they have done their military service—elected scholars and others, who are still too young for the army. They can now, instead of staying on at school, come up for a term or so, and get a start with their University work and at the same time take the first steps to their commissions. Already the feeble numbers of the halt and lame and the foreigners are being added to by the very young.

The somewhat sudden death of the Master of Balliol on March 28, in his seventy-fourth year, has thrown a shadow over the last days of the term. Mr. Strachan-Davidson entered Balliol as Warner Exhibitioner from Leamington College in 1862 and graduated in 1866 as a First in Classical Greats, being elected to a Fellowship in the same year. His special study was Roman constitutional history, on which he lectured, and in 1872 he was appointed Dean of the College. To the public he was known as the author of the *Life of Cicero* in the "Heroes of the Nations Series," and recently he published the learned *Problems of Roman Criminal Law*. When through Lord Newland's munificence Jowett Fellowships were founded at Balliol, Mr. Strachan-Davidson and Mr. A. L. Smith were the first two Fellows nominated by the founder. On the death of Prof. Caird, in 1907, he was elected to the Mastership, and since then, though out of sympathy with the younger generation of Balliol Liberals, as a constitutional sovereign he exercised a genial hospitality and endeared himself to all Balliol men.

WALES.

The Sub-Committee appointed by the Central Welsh Board to investigate different problems relating to secondary education in Wales have prepared several memoranda, which will in due course be submitted to Local Education Committees and County Councils for consideration and discussion. These memoranda cover a wide range. For instance, one of them deals with the position of Latin in the curriculum, another discusses the best methods of prolonging the length of the school life of the pupils, while in a third memorandum we have a full treatment of the interrelation of technical and secondary education. But, in order that its investigations may be as thorough and comprehensive as possible, the Board has wisely resolved to study other systems of secondary education to see whether they throw any light on some of the difficulties with which we are confronted. The Scotch system, for example, has often been held up to us as a model of efficiency, especially as regards its methods of inspection and examination, and the Board has therefore arranged to send a Commission to Scotland to inquire into its working. These activities of the Central Welsh Board prove that it is fully alive to the importance of placing our educational system on a firm and scientific basis, and that it is prepared to do everything in its power to adapt it to the special needs of the Principality.

One of the most obvious defects in our educational organization was the lack of proper facilities for the higher type of technical education. Classes in special subjects, attended in the evening by a few enthusiastic young men and women, have been held in widely separated centres, but the level of efficiency has been very low and the work on the whole very ineffective, as the recently published statistics of the Board of Education tend to prove. The probable explanation of this apathy is that we have been too busy in the past in organizing our systems of University and secondary education to devote the necessary attention to technical education of the more advanced character, in spite of its supreme importance in a country which subsists largely on the mining and engineering industries. But latterly considerable progress has been made. Thus, not long ago, a thoroughly well equipped technical institute was opened at Newport, and a large mining school has been established at Treforest, and last month a new technical institute was opened at Cardiff at a cost of £62,000. Its equipment is of the most modern character, and, if it is properly supported by the business men of this wealthy city, it should develop into a very important centre of technical work. With the completion of the new buildings of the Swansea Technical College, Wales will have done a great deal towards remedying its deficiencies in this type of higher education.

After considerable hesitation and dilatoriness, the Treasury has, so it is stated, at last appointed the Commission of Inquiry into University Education. The Councils and Senates of the colleges have probably decided on their line of action before the Commission and arranged their evidence, but no public information of any kind has been given as to their attitude towards the inquiry. Nor, on the other hand, is it clear what is the real purpose of forcing this Commission on the University at this time of stress and uncertainty. The letter from the Treasury seemed to hint at the desirability of increasing the control of the Court over the University Colleges, but, if this is the main purpose of establishing the Commission, then we fail to see any urgency for it. And, besides, it is fairly certain that any attempt at interfering with the autonomy of the colleges will be strongly opposed, and may easily lead to a disruption of the University, which would be a calamity.

An important conference has been held at Cardiff to consider the best methods of teaching Welsh in the schools. It was attended by representatives of all the chief societies established for the promotion of the study of our language and literature. Wales has lately developed a somewhat abnormal liking for conferences on all kinds of educational problems, though the majority of them, we fear, have led to no serious practical results. Whether the last of the series will be more fortunate it is too soon to say. Mr. D. Lleufer Thomas, M.A., presided over the meeting, and at one of the sessions Mr. Llewelyn Williams, M.P., delivered an address. Mr. Williams is one of the critics of our educational system, but, if his speech at Cardiff is a full statement of his reasons for being dissatisfied with it, then there is no need to be unduly perturbed. The University apparently is not sufficiently national in character because the colleges at Lampeter, Trefecca, Carmarthen, &c., have not been made constituent colleges of the University, for, by admitting three colleges only, the University has become "academical rather than democratic." Now this kind of criticism appears to be based upon a total misconception of the true functions of a University. For what is meant by a "democratic" University which is not at the same time "academical"? Further, if all the colleges mentioned had become constituent colleges, we should like to know where the students or the necessary funds are to come from. Even with only three colleges, the financial difficulties have already become very serious. Speaking of the Central Welsh Board, Mr. Williams was equally vague and uninforming. It is easy enough to say that its constitution "ought to be reformed from top to bottom," but a wild statement of this kind, without specifying reasons for it, carries no weight, and is dangerously near rhetorical clap-trap. If there is to be criticism, let it be reasoned and informed criticism, so that it may give real guidance to the public men of Wales who are devoting their time and energy to make our system as perfect as our resources will allow. Nor do we see any more substance in the other objection made—viz., that the Central Welsh Board is a peripatetic authority. The Board, of course, is not a "peripatetic authority," for all its business is transacted at the office at Cardiff. It is true that meetings of the whole Board are held twice a year in different places, but it is only general principles that are settled there, and we do not understand how the locality of the meetings is likely to affect their discussion.

The Glamorgan Education Committee have another little difficulty to settle with the National Union of Teachers. It appears that four head masters have refused to conform to a regulation that they should live near their schools, and the Committee has given them three months' notice to quit their schools unless they agree to submit to the regulation. The N.U.T. state that no charges of late-coming or neglect of duty have been made and substantiated, and that teachers rightly resent any attempt to establish a claim on their private time.

SCOTLAND.

Emeritus Professor William A. Knight, who died at Keswick on March 4 in his eighty-first year, was a notable figure in St. Andrews during the twenty-six years of his tenure of the Chair of Moral Philosophy, which he resigned in 1902. He was well known throughout Great Britain as a lecturer on literary and philosophical subjects, and, during a period of over fifty years, he issued an almost continuous succession of books and other publications, including memoirs, philosophical essays, editions of Wordsworth and other poets, anthologies, &c. For many years he conducted the work connected with the L.L.A. diploma for women, and by means of the profits derived from this, along with a grant from the Pfeiffer Trust, he was the main instrument in establishing the University

Hall for Women Students at St. Andrews. In this and other ways he did good service to the movement for the higher education of women. A man of strong constitution and boundless energy, he accomplished a vast amount of work, too varied in its objects to be in every case valuable and enduring, and his contributions to the literature of Wordsworth are probably his most permanent achievement.

The late Lord Armitstead has bequeathed £5,000 to University College, Dundee. Mr. William S. McKechnie, LL.B., D.Phil., has been appointed Professor of Conveyancing, in succession to the late Prof. Moir. For over twenty years he has been Lecturer on Constitutional Law and History. He is the author of several books on political science, including his volume on *Magna Carta*, which is the standard authority on the subject. The University Court has by a majority adopted the Ordinance of the four University Courts regarding the Preliminary Examinations. A sum of £340 has been collected for a memorial to the late Prof. William Smart, and the University Court has approved the proposal to purchase from Prof. Smart's library his books on economics to the value of £200, in order to form a memorial library in connexion with the library of the Political Economy Department. A memorial brass is also to be placed in some suitable position in the University. Mr. J. D. Falconer, D.Sc., Lecturer in Geography, has been appointed by the Colonial Office to be Temporary Assistant District Officer in the Northern Provinces of Nigeria, and he has been granted leave of absence from the University during his tenure of this office.

Out of the 1,800 members of the University O.T.C. who have been enrolled since its inception, 1,121 have received commissions and over 160 have enlisted as privates. During the last year the corps has also given intensive training to 666 junior officers.

The Senate has resolved to confer no honorary degrees in June of this year. In his annual statement of accounts Prof. Matthew Hay reported to the University Court that there has been a decrease in revenue of £4,519, as compared with the preceding year. This loss is due almost entirely to a decline in the income from students' fees owing to the absence of men students on account of the War. On the other hand, there has been a saving in expenditure amounting to £1,940, and, as in the previous year there was a surplus of £1,806 in revenue, the actual deficit is only £767. The University has invested in War Loans and Exchequer Bonds a sum of nearly £58,000. The Senatus has offered the Gifford Lectureship for 1917-18 to Count Goblet d'Alviella, who has found it necessary to decline the appointment, as he has been made a member of the Belgian Cabinet, and all his books, papers, and notes remain in his home at Brussels, and are thus inaccessible.

Dr. R. McKenzie Johnston has been elected by the University Court to be a Curator of Patronage, in place of the late Principal. The Senatus has resolved not to confer any honorary degrees this year, in view of the condition of public affairs due to the War. The late Miss Marion Sutherland has bequeathed the residue of her estate, amounting to at least £3,000, to the University for behoof of the General Fund.

This Committee has considered the question of a probable shortage of teachers owing to the War, and the proposal of some School Boards that students who have almost completed their training should be allowed to accept posts as teachers. The Committee is of opinion that the supply of primary-school teachers can be provided in the ordinary course. In the case of higher subjects students, the Committee would require to be satisfied that all necessary steps had been taken to fill any vacancy before considering any application on behalf of a student in training to be allowed to accept a post. The Education Department is prepared to consider all such proposals on their merits. All the eligible training-college students at Glasgow have enlisted or have been attested before March 2.

In answer to a question in Parliament, the Secretary for Scotland announced that the total number of Scottish teachers who since the outbreak of War have been called to the colours on mobilization, have enlisted for immediate service, or have been attested under the Group system, is 2,275 out of a total of 3,736 of military age.

Glasgow School Board intends to ask the Chamber of Commerce to appoint a small committee to confer with the Board and with the Glasgow Commercial College, in order to arrange courses of study in general and commercial subjects of various grades, for which certificates would be issued, and which would be accepted by employers as evidence of the educational qualifications of persons in their employment and of others seeking employment.

IRELAND.

The Senate of Dublin University held a meeting on March 7 for conferring of degrees.

At a meeting of the Board on March 4, the Rev. J. G. Carleton, D.D., was appointed Deputy to the Regius Professor of Divinity, in succession to the Rev. Newport White, D.D., who has been appointed Archbishop King's Professor of Divinity. Dr. Carleton has been an Assistant Lecturer in the Divinity School since 1888, and is known outside Trinity College as a teacher.

Prof. Pope, M.A., Professor of Modern Indian Languages in the College, is now delivering a series of weekly lectures on Indian history, philosophy, religions, social customs, &c., given on Thursday afternoon throughout this and next term. Prof. Pope has spent over thirty-seven years engaged in educational work in various parts of India. The lectures were originally intended for students only, but in response to a desire expressed by many outsiders, they are now open to the public.

The College authorities are preparing a record of the services of past and present students of the University in the present War—a task of some magnitude, which has not yet got beyond the early letters of the alphabet. Instalments of the official list of names are appearing from day to day in the press.

The authorities of the National University publish in their Calendar a list of their students who are serving in the War—amounting to about two hundred. It appears that at the beginning of last year an effort was made by the students to form an Officers' Training Corps similar to that of Trinity College. About one hundred students enrolled and attended drills regularly under the control of some of the professors; but, for some reason or other, the necessary sanction from the War Office for the formation of the corps was not forthcoming, and the movement collapsed. At a meeting of the National University Senate, on March 1, it was decided to hold a special examination for medical degrees next June, open only to candidates who, if qualified as a result of the examination, undertake to apply at once for commissions in the Indian Medical Service, the Royal Army Medical Corps, or the Naval Medical Service. At the same meeting, Mr. T. J. Westropp, M.R.I.A., was appointed Extern Examiner in Archaeology, in the room of the late Sir John Rhys.

The Crown appointments to the governing bodies of the constituent colleges of the University have been made, and are as

follows:—Dublin: Bishop Foley, D.D.; the Right Hon. Michael Cox, M.D.; the Right Hon. Laurence Waldron; and the Rev. Wm. Crawford, M.A. Galway: Bishop O'Dea, D.D.; Lord Killanin; and the Rev. John Courtenay Clarke, D.D. Cork: Bishop Dowse, D.D.; Bishop O'Callaghan, D.D.; and Arthur Sharman-Crawford, Esq.

At the annual prize distribution of the Royal Irish Academy of Music, the Lord Mayor, who presided in the absence of the President (the Lord Lieutenant), referred to the restoration of the Treasury grant of £300, and also stated that, owing to the increase of pupils, the Governors had taken over two additional houses adjoining the present one in Westland Row to provide needed classrooms. It is to be hoped that when the War is over, and money is once more available for educational purposes, the Academy may be able to undertake such building alterations as will render its habitation a little more worthy of its name. One result of the War which is, perhaps, not an unmixed evil, is that pupils who obtain scholarships are no longer sent abroad, but continue their musical education in Ireland.

The Margaret Stokes Memorial Lectures on Irish Archaeology are being delivered this year by Prof. R. A. Stewart Macalister, D.Lit., at Alexandra College, on the evenings of Friday, March 24, and the following Wednesday and Friday. The subjects treated are: "The Dolmens," "The Standing Stones," and "The Stone Circles."

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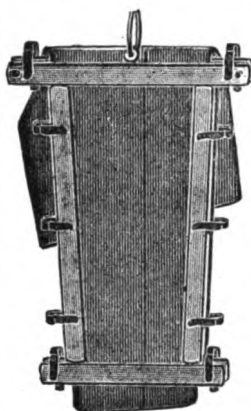
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phone number; (f) date and place of next annual meeting;
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Extract from Author's Preface.—At the request of several Masters and
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with easier examples. In them more French words are supplied, and more
references are given to the rules which they illustrate. The method of pitfalls is
rightly discredited, and it is generally allowed to be a more fruitful discipline
to prevent a pupil from making blunders than to rap him over the knuckles for
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PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "Accinctus."

The winner of the Translation Prize for February is Miss Alice M. Balean, 15 Alexandra Villas, Brighton. At her request we are forwarding the amount to the "Society for the Relief of the Professional Classes."

Brusquement, comme les ingénieurs s'avançaient avec prudence, une suprême convulsion du sol les mit en fuite. Des détonations souterraines éclataient, toute une artillerie monstrueuse canonnant le gouffre. A la surface, les dernières constructions se culbataient, s'écrasaient. D'abord une sorte de tourbillon emporta les débris du criblage et de la salle de recette. Le bâtiment des chaudières creva ensuite, disparut. Puis, ce fut la tourelle carrée où râlait la pompe d'épuisement, qui tomba sur la face, ainsi qu'un homme fauché par un boulet. Et l'on vit alors une effrayante chose ; on vit la machine, disloquée sur son massif, les membres écartelés, lutter contre la mort ; elle marcha, elle détendit sa bielle, son genou de géante, comme pour se lever ; mais elle expirait, broyée, engloutie. Seule, la haute cheminée de trente mètres restait debout, secouée, pareille à un mât dans l'ouragan. On croyait qu'elle allait s'émietter et voler en poudre, lorsque, tout d'un coup, elle s'enfonça d'un bloc, bue par la terre, fondue ainsi qu'un cerge colossal ; et rien ne dépassait, pas même la pointe du paratonnerre. C'était fini ; la bête mauvaise, accroupie dans ce creux, gorgée de chair humaine, ne soufflait plus son haleine grosse et longue. Tout entier le Voreux venait de couler à l'abîme.

By "ACCINCTUS."

Suddenly one last rending of the ground routed the engineers as they cautiously advanced. There were bursts of subterranean reports, as if some monster battery were bombarding the crater. On the surface the remaining buildings were crashing and crumbling.

At first a sort of whirlwind swept away what was left of the sifting machinery and the screening room. The boiler-house then collapsed and disappeared. Next it was the square turret, where the drainage-pump was gasping, that fell prone like a man mowed down by a cannon-ball. After that a startling sight met the eye—the machine, its joints wrenched from the masonry, its limbs quartered, struggling against death. It still went on, it bent the connecting-rod, that gigantic knee, as if to raise itself, but it was dying, crushed, engulfed.

Only the chimney-stack, some ninety feet high, still stood upright, shaking like a mast in a hurricane. You were expecting that it would be broken to pieces amid clouds of dust when all at once it telescoped, gulped down by the earth, melted like a colossal candle ; nothing, not even the point of the lightning-conductor was above the level of the ground.

That was the end ; the evil beast, crouching in that hollow, glutted with human flesh, no longer drew its deep, long breaths. Every trace of the Voreux had that very instant sunk into the gulf.

We classify the 114 translations received as follows :—

First Class.—Bia, Accinctus, Featherstone, Sirach, Prestbury, St. George's, Gothicus, Format, Alice in Wonderland, Senex, L.M.S.

Second Class.—Chameau, Mow, Howarth, Mab, Brer Rabbit, Emily, Our Eldest, Terra Tremis, Shax, Rastra, Peregrinus, Antoine, R.D., Innishannon, Auld Reekie, E.K.D., C.M.B., Zeir, Malbrook s'en va t'en guerr-re, Douai, A.M.F., W.A.E., Studier-ende Frau, Menevia, Corncrake, Dane, Delilah, Montserrat, Chislehurst, Leander, Eugène, Talbot, Aisne, King Cole, Berenguela, Sweet Lavender, Nibbe, Alos, Mon Essai, Garnet, Cognac, Jean qui rit, Aldus, Gazeley.

Third Class.—Kim, Lehte, Nona, Sardine, Topsy, Yvonne, Little Rosy, Néarque, One who knows, Jehelmannie, Nunquam non, Decima, Pip, G.G., N.M., Pellet, Rieu, A.A.M., Dépaysée, W.O.C., Ventnor, Soufflet, Spes, G.B.B., Gloucester, S.N.Y., Red Indian, Vidite, Scipio.

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(Continued on page 232.)

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X Transfers and Partnerships are on pages 193, 232, 233, and 234; other School and Teachers' Advertisements are continued on pages 232, 233, 234, 235, 236, 237, 238, and 239. X

Macquart" series. It describes the final catastrophe of Le Voreux, the mining centre exploited by a company which ruthlessly sweats its employés, who are driven in desperation to wreck the mine by flooding it and tampering with the machinery, and general sabotage. The military are called in to suppress the strike. Most went astray over the technical phrases. *Les dernières constructions* is "the recently erected buildings." For *salle de recette* see Littré under *recette*: "recette ou salle de recette, lieu où l'on manipule le charbon à mesure qu'il arrive pour le trier et le classer." *Râlait*: "was at its last gasp." *Boulet* was too often mistaken for "balle," even by the better sort. *Disloquée sur son massif*: "dislodged from its foundation." *Elle marcha*: "it began to move, extending its connecting rod like a giant's knee as if to rise to its feet, but this was a dying effort; it sank down shattered and swallowed up." (Note change to imperfect.) *On croyait*: "it looked as if about to disappear in a cloud of dust." *Bue par la terre*: "as if sucked up in a quicksand." *Cierge* is, of course, "the altar-candle," not "candle" by itself.

A Prize of Two Guineas is offered for the best translation of the following passage from Cicero's Tusculan Disputations:—

Quamquam hic quidem tyrannus ipse iudicavit quam esset beatus. Nam cum quidam ex eius adsentatoribus, Damocles, commemoraret in sermone copias eius, opes, maiestatem dominatus, rerum abundantiam, magnificentiam aedium regiarum, negaretque unquam beatiorem quemquam fuisse: "Visne igitur," inquit, "O Damocle, quoniam te haec vita delectat, ipse eandem degustare et fortunam experiri meam?" Cum se ille cupere dixisset, collocari iussit hominem in aureo lecto strato pulcherrimo textili stragulo, magnificis operibus picto, abacosque complures ornavit argento auroque caelato. Tum ad mensam eximia forma pueros delectos iussit consistere eosque nutum illius intuentes diligenter ministrare. Aderant unguenta, coronae; incendebantur odores; mensae conquisitissimis epulis exstruebantur. Fortunatus sibi Damocles videbatur. In hoc medio apparatu fulgentem gladium e lacunari saeta equina aptum demitti iussit, ut impenderet illius beati cervicibus. Itaque nec pulchros illos ministratores aspiciebat nec plenum artis argentum nec manum porrigebat in mensam; iam ipsae defluebant coronae: denique exoravit tyrannum ut abire liceret, quod iam beatus nollet esse. Satisne videre-

tur declarasse Dionysius nihil esse ei beatum cui semper aliqui terror impendat.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by April 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

Translations will not be returned unless both these conditions are complied with.

ON March 10, at the Royal Albert Hall Theatre, Miss Elsie Fogerty gave a lecture-demonstration of Rhythmic Training in Physical movements as studied by her students in her school of Speech Training, Drama, and Dancing. It is always interesting to watch the evolution of new adaptations to suit special conditions. Miss Fogerty gave a most illuminating lecture on her views as to the training in movement needed especially by those who are going on the stage. She made some very sound criticisms of existing defects in training, and able suggestions as to their remedy. That the illustrations did not quite reach the level of Miss Fogerty's theory is not perhaps to be wondered at in an experiment which is still in its early stages. It is improbable that the discontinuous and professedly unrhythmical exercises of the Swedish system can be made rhythmical by any mellow monotone or other devices of the teacher without spoiling all the remedial value they really possess. The fault of the dancing of various kinds seemed to lie almost entirely in the fact that the movement was accompanied by music, often far from the best; it was not a response to the music, nor an integral part of it, and hence it was often unrhythmical and lacking in spontaneity. The demonstration ended with an exceedingly well acted little wordless play. Miss Ruby Ginner most cleverly impersonated Pierrot, but perhaps the honours of the evening may be accorded to the very youthful Columbine, who charmed everyone by her joyousness and grace. We shall watch with interest the further developments of Miss Fogerty's scheme.

Holiday Quarters.

CORNWALL for Easter.— Comfortable quarters in beautifully situated house on cliff, minute beach. From 21s. sharing.— Headlands, Port Isaac.

Clerical Help.

ASSISTANCE offered in evening after 5.30 or Saturday afternoons and Sunday, in confidential capacity by experienced business man over Military age; first-class Correspondent, Short-hand Writer, Book-keeper, French (spoken and written, Medallist and Prizeman), Proof Reading (both English and French); some literary ability. Address—No. 10, 136.*

Amalgamation of Schools.

WOULD any Principal, with really sound boarding connexion, at fees about £90, care to bring her boarders and AMALGAMATE with a first-class unsectarian Day School of about 80 pupils at good fees, in one of the best districts of W. London? Object of amalgamation, to add to the number of elder girls in the Day School, and to save education expenses in the Boarding School. A second House could easily be obtained. Thoroughly good and very modern education. Address—No. 10, 148.*

School Furniture and Apparatus.

FOR SALE.—20 folding desks (Girton), 28 single locker desks, pitchpine (Louise), 14 dual locker, 12 low forms with backs, Swedish gymnasium (6 ribs, double boom, ropes, horse, jumping, weighing), 50 rush chairs (wood), 12 tables, 300 books of educational reference, 6 easels, 10 blackboards, 9 teachers' desks, 6 gas stoves, gas radiator, 5 large framed Arundels, casts, busts, S.K. models, 9 pictures Greek Sculpture, 9 Italian Masters, 300 mounted photos (history, geography, literature). Details on application. What offers, singly or in bulk? Address—No. 10, 145.*

SCHOOL FURNITURE for sale. Three Combination sets in satin walnut, consisting of washstand, dressing-table and drawers with dark marble tops, cost £4 14s. 6d. each; also three iron beds and bedding all bought at Maple's and in fair condition. Can be seen in London.—M., 2 Leinster Gardens, W.

Partnerships Offered.

PARTNER or **SUCCESSOR** wanted in May or September in a successful high-class Boarding School for Girls near London. Must be an educationist of distinction, refined and businesslike. Capital or connexion desirable. Applications must be explicit and will be received in strict confidence. Address—No. 10, 142.*

PARTNERSHIP.—Principal of flourishing Day and Boarding School (Surrey) wishes to meet with Lady who can take over Boarding Department. No capital required if sufficient number of pupils brought. Address—No. 10, 153.*

Sale or Transfer.

PRINCIPALS wish to dispose privately of good-class **BOARDING** and **DAY SCHOOL** 25 miles from London. 17 boarders and 18 day pupils. Good house and garden. Excellent opening for three friends. Capital required for goodwill and furniture about £900. Address—No. 10, 139.*

GIRLS' DAY AND BOARDING SCHOOL for disposal.—17 Boarders, 34 Day pupils. Gross receipts past year £850. Good house and grounds. Easy terms for purchaser. Address—No. 10, 141.*

FOR SALE, POPULAR S.W. **SUBURB**, First-class Girls' Day School and small Kindergarten. Excellent opportunity to start Boarding connexion as well. Delightful house and garden. Owner wishes to be free by July, £400 down to include everything. Easy Lease and low Rent. Address—No. 10, 143.*

PRINCIPAL of good and prosperous **GIRLS' SCHOOL** retiring, wishes to dispose of School. 75 day pupils and 6 boarders. Numbers not affected by War. Specially favourable terms. Address—No. 10, 147.*

SURREY.—FOR SALE.—High-Class **SCHOOL** (Day and Boarding), established nine years, good connexion; healthy locality. Modern premises. Gross receipts about £1,000. Address—No. 10, 150.*

ADVERTISEMENT and other matter for **MAY** issue should reach the office by **April 20th**. Urgent notices of **Posts Vacant** and **Wanted** can be received up to **April 25th** (first post).

Girls' Schools for Sale.

MIDLANDS.—10 boarders, 60 day pupils. Gross income £1,500, net ditto £378. Principals retiring. Goodwill only £450. School furniture at valuation. Part purchase money can remain for a time.—No. 2,970.

SURREY.—HIGH-CLASS BOARDING AND DAY. Gross receipts £1,500. 19 boarders, 13 day pupils. Principals retiring. Goodwill £500.—No. 2,969.

NORTH OF ENGLAND.—Income about £1,300. 9 boarders, 45 day pupils. Exceptionally good opening. No premium for goodwill. Furniture about £250; cost about £1,000. Vendor must sell immediately.—No. 2,972.

SCOTLAND.—BOARDING AND DAY SCHOOL. Net income about £300. 16 boarders at about 45 guineas and 60 day pupils. Rent only £120. Reasonable terms of sale.—No. 2,973.

NEAR LONDON.—FIRST-CLASS SCHOOL. Average net profits £1,100. 14 boarders at nearly £100 per annum each and 63 day pupils at high fees. Price for goodwill and furniture, £2,000.—No. 2,979.

CHESHIRE.—GIRLS' DAY SCHOOL with Boys' Preparatory Department. Gross receipts £648, net £240. 63 pupils. Goodwill only £200.—No. 2,971.

MIDDLESEX.—GIRLS' and BOYS' PREPARATORY SCHOOL. 6 boarders and 15 day pupils. Beautiful locality. Gross receipts £350. Rent only £42. Goodwill £120. School furniture £25.—No. 2,976.

HANTS. SEASIDE.—6 boarders, 34 day pupils. Income £600. Excellent premises. House lets for 4 to 5 guineas a week in summer. Rent only £80. Goodwill and school furniture, £200.—No. 3,044.

For full particulars of above and complete list of Girls' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand.

Boys' FOR TRANSFER AND Schools PARTNERSHIPS.

WEST COAST.—Income about £2,150. Net profit considerable. 120 pupils, including about 23 boarders. Goodwill and very valuable furniture (household and school), £1,600 or close offer. Only about £800 to £1,000 down.—No. 6,662.

PARTNERSHIP in School within about 100 miles of London. Gross income £2,300, net about £450. 37 boarders, and 36 day pupils. Price for half share of goodwill, furniture and certain buildings, £1,000.—No. 6,663.

SOUTH COAST.—BOARDING AND DAY SCHOOL. Gross receipts about £2,000. Number of boarders 25, and 26 day pupils. Terms of sale to be arranged.—No. 6,664.

SEASIDE.—Income about £1,000. 10 boarders, 55 day pupils. Very reasonable terms of sale.—No. 6,667.

LANCASHIRE.—BOARDING SCHOOL. 51 boarders. Fees varying up to 30 guineas, and extras. A premium of £6 for each pupil transferred will be accepted. School furniture at valuation. Very fine house, and grounds of 24 acres.—No. 6,673.

SURREY.—Successful DAY SCHOOL FOR BOYS, with 4 or 5 weekly boarders. 35 pupils. Average receipts £600. Goodwill and School plant only £225. Excellent opening.—No. 6,668.

CAMBRIDGESHIRE.—For Sale through illness, **BOYS' SCHOOL.** 8 boarders, 39 day and weekly boarders. Large premises and extensive grounds. Rent £88. No premium for goodwill. All school furniture and house fixtures £230.—No. 6,699.

For further details of the above and complete list of Boys' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

GYMNASTIC, GAMES, and SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE.—Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elucution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

A HEAD MISTRESS desires to recommend her late SENIOR FRENCH MISTRESS (now serving with V.A.D. abroad) for a post in September. Long residence abroad. Certificates: Alliance Française (Hons.), Oxford Honorary School of Modern Languages (distinction in Oral). Five years' successful experience in a School of over 300. For particulars apply—HEAD MISTRESS, Redland High School, Bristol.

JEUNE Institutrice Française, 22 ans, brevet supérieur, certificat d'aptitude pédagogique, désire situation pour un ou pour grandes vacances (août et septembre) dans établissement d'éducation ou dans famille.—Mlle M. PERRONCEL, Institutrice à Marchamp (Rhône), France.

MATHEMATICAL MISTRESS required. Three or four hours' teaching, daily, temporary or permanent. Inter B.Sc. Mathematics, Physics, Geography, and elementary Chemistry and Botany. Eleven years' experience.—Miss LLOYD, c/o Mrs. Leach, 4 Regent Street, Chapel Allerton, Leeds.

WANTED, visiting post for two days in the week, in or near London. Subjects: Shorthand, Typewriting, Book-keeping, Commercial French. Address—Miss L. DENNIS, 9 Filey Avenue, Stamford Hill, N.

PRINCIPAL personally recommends Parisian MISTRESS. Tall, ladylike; Trained Certificated Teacher; successful Coach. Modern Method Music (Piano, Singing), Needlework.—888 F. HOOPER'S, 13 Regent Street, London. Others. Introduction free. Established 1881.

AS Lady COOK-HOUSEKEEPER.—Churchwoman; bright, active; thoroughly experienced in School routine; nine years with late Principal. Certificated Cook; good organizer.—348 H. HOOPER'S, 13 Regent Street, London. Others. List gratis, if requirements stated. Stamp.

LADY, A.R.C.M., L.R.A.M., wishes for work after Easter. Successful teacher of Pianoforte. Violin. Harmony. Assistant or temporary Organist. Address—No. 10, 140.*

YOUNG French Lady, certificated, with some experience of large school, desires post as FRENCH MISTRESS, or lessons. Special trained in Elucution. Subsidiary subject: German.—Mlle ERMOULT, Coopershill, Englefield Green.

ART MISTRESS requires post. Drawing, Painting, Design, Clay Modelling, Basketry, &c., Plain Needlework, also Geography or Mathematics to Juniors. Art Class Teacher, Ablett and other Certificates. Medallist, good testimonials, experienced. Address—No. 10, 151.*

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

VIOLIN TEACHER, Gold Medal-list (pupil of celebrated artist), desires appointment. London or Provinces. Solo and Orchestral player. Thorough knowledge Theory, Harmony, &c. Good accompanist. Excellent references.—Miss GWENYDD POWELL, Lliviort, Queen's Park Gardens, Bournemouth.

MUSIC MISTRESS.—Non-resi-dent post required in or near London in Girl or Boys' School. Solo and Class Singing, Piano, Harmony, Counterpoint. Experienced. Prepares School and Centre Examinations and L.R.A.M. Address—No. 10, 152.*

L.R.A.M., Medallist, performer, experienced teacher, desires part time post in Boys' or Girls' School, visiting posts, or private connexion. Advanced Pianoforte, Harmony, &c. Home Counties or Brighton.—Miss EARLE, Vauréal, Berkhamsted.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

SCHOLASTIC.—EASTER VACANCIES.—Graduates and other well qualified Assistant Masters who are seeking appointments in Secondary and other Schools should apply (as soon as possible) with copies of testimonials to Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C. Notice sent at once of all suitable appointments.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Clapham Road, S.W.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London, W.C.

PORTSMOUTH EDUCATION COMMITTEE.

GIRLS' SECONDARY SCHOOL.

Head Mistress: Miss A. M. KENYON HITCHCOCK, B.A. (Lond.), L.C.P.

APPOINTMENT OF JUNIOR SCIENCE MISTRESS.

Applications are invited for the position of JUNIOR SCIENCE MISTRESS to teach Elementary Science and Geography. Salary to a University Graduate—£100 increasing to £110 per annum, by £5 annual increments.

Applications must be received at once. Further particulars and application form may be obtained by forwarding stamped addressed foolscap envelope to the SECRETARY TO THE COMMITTEE, at the Municipal College, Portsmouth.

COUNTY SCHOOL, GROVE PARK, WREXHAM.—Wanted, for the above School, a MATHEMATICAL MASTER or MISTRESS for the period of the War. No application from men eligible for military service will be considered. Mathematics up to standard of Open Scholarship at Oxford or Cambridge. Salary according to qualifications and experience, but not less than £150 per annum. Duties commence May 9th. Apply at once to HEAD MASTER.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** of good-class Boarding and 5,386. Day School in Surrey. 10 Boarders and 32 Day Girls. Gross receipts nearly £1,000. £300 required for goodwill. Very well equipped premises.

No. **TRANSFER** of successful School, containing 111 Pupils, North of London. Nearly all Day Girls. Gross receipts £750. Net profit £150. Not more than £200 need be paid down for goodwill and furniture. House has accommodation for 15 Boarders.

No. **TRANSFER or PARTNERSHIP.** Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £800 to £1,000 capital required.

No. **TRANSFER or PARTNERSHIP.** High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

No. **TRANSFER or PARTNERSHIP** in very 5,378. well known School of the best class, at a favourite South Coast Resort. Present numbers about 20 Boarders. Accommodation for 40. Magnificent premises. Price for goodwill matter of arrangement.

No. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON.** Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. **TRANSFER** of exceedingly flourishing 5,375. Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET PROFIT ABOUT £1,000.** 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. **TRANSFER** of old established and successful Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES,** standing in 3 acres of grounds. Only £500 required for goodwill.

No. **TRANSFER** of old-established and successful Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. **PARTNERSHIP** in one of the best-known 5,360. Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES,** standing in 36 acres. Partner need not invest more than £1,000.

No. **TRANSFER or PARTNERSHIP**, with a 5,359. view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL,** close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders; at present contains 10. Suitable for a lady **WISHING TO MOVE,** or with a **GOOD CONNEXION.**

No. **PARTNERSHIP**, suitable for a **WELL** 5,356. **QUALIFIED MISTRESS,** in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well qualified partner, especially with a little general connexion. **LARGE CAPITAL NOT REQUIRED.**

No. **TRANSFER** of old-established and successful 5,355. Day School and Kindergarten in the **SUBURB OF A SCOTTISH CITY,** giving an **EXCELLENT EDUCATION, ON MODERN LINES,** containing about 74 Pupils. Prospectus fees 4½ to 21 guineas. Income nearly £1,000 per annum last 3 years.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 233.

ENGLISH LECTORSHIP AT THE UNIVERSITY OF UPSALA

will become vacant July 1, 1916.

Qualifications.—The Lector must be born of English parents and have received a liberal English education. He should speak educated Southern English without any provincial accent. Knowledge of Swedish not necessary, but preference given to Candidates possessing some knowledge of a Scandinavian Language or German. Some previous practice in teaching English necessary, at any rate desirable. Age about 25 to 30. Preferably unmarried.

Duties.—Public lessons six hours weekly during the two terms (September 1 to middle of December, and middle of January to end of May). Private Lessons when required by Students. Practical Instruction in Pronunciation, Conversation, Reading, and Translation into English. With regard to his Public Courses, the Lector is bound to take the advice of the Professor of English.

Emoluments.—3,000 Kronor (£165) a year, paid quarterly. Private lessons, of course, paid extra. The Lector may reckon on earning altogether 3,500 to 4,500 Kronor a year, depending on his own exertions.

Engagement.—The Lector will be engaged for two years (July, 1916, to June, 1918). Appointment may be renewed for some years more, in case of mutual satisfaction, but it is expressly stated that the Lectorship cannot be held for life.

Applications, testimonials, and references to be sent to Professor ERIK BJÖRKMAN, Upsala, Sweden, before May 1 next.

BEDFORD COLLEGE FOR WOMEN. (UNIVERSITY OF LONDON.) REGENT'S PARK, LONDON, N.W.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY.

The Council will shortly proceed to appoint an **ASSISTANT LECTURER in GEOGRAPHY.** The appointment will take effect as from September 1st next. The salary offered is £200 a year non-resident.

Six copies of applications and of not more than three recent testimonials should be sent not later than April 29th, to the **SECRETARY OF COUNCIL,** from whom further particulars may be obtained.

DURHAM COUNTY COUNCIL. HIGHER EDUCATION.

JOHNSTON (BOYS') SCHOOL, DURHAM CITY.
Head Master: Mr. S. WHALLEY, B.Sc., A.R.C.S.

TWO FORM TEACHERS (Women) required shortly during the War.

Completed applications should be sent in early, but not later than 10th April, 1916.

Salaries according to County Scale, particulars of which, together with forms of application, will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.

J. A. L. ROBSON,
County Secretary for Higher Education.
Shire Hall, Durham.
20th March, 1916.

**QUEEN ETHELBURGA'S
SCHOOL, HARROGATE.**—Wanted, for September, experienced **CLASSICAL MISTRESS.** Degree or Equivalent. Initial salary from £80-£100 resident, according to experience. Apply **HEAD MISTRESS.**

**HIGH SCHOOL FOR BOYS,
TROWBRIDGE.**—Wanted, immediately, **MASTER or MISTRESS** for French. Commencing salary £120 per annum, with annual increments of £5. Appointment for duration of the War. Apply to the **HEAD MASTER.**

WANTED, in May, a fully trained
resident **GYMNASTIC and GAMES MISTRESS,** willing to assist in Gardening. No supervision. Apply—**PRINCIPAL, Copthill, Burgh Heath, Surrey.**

**SLOUGH SECONDARY
SCHOOL (mixed).**—Wanted, in September, **ASSISTANT MISTRESS.** Essential subjects:—English and Elementary Mathematics; desirable:—Class Singing. Graduates' Scale commences £100 to £120 (according to experience) rising by £10 to £160. Apply—**HEAD MASTER.**

**LINCOLN GIRLS' HIGH
SCHOOL.**—Wanted in September, non-resident **ART MISTRESS.** Clapham High School Training. Some study abroad desirable. Willing to take charge of Form I. Applications to the **HEAD MISTRESS** by April 15th.

SHANGHAI MUNICIPAL COUNCIL.

THOMAS HANBURY SCHOOL FOR BOYS.
Two Resident **ASSISTANT MASTERS** will be required for this School, to leave London in July next.

Candidates should be unmarried, between 23 and 30 years of age, and should possess the ability to teach the usual class subjects, including Singing and Drawing.

Salary, Taels 115, 115 and 140 per mensem during first agreement for three years, with board, lodging, and participation in the Superannuation Fund.

The value of the Tael at present rate of Exchange is about 2s. 7d., but it is liable to fluctuation. Second-class passage to Shanghai will be provided and half-pay during journey. Candidates must not be eligible for Army Service.

Further particulars of these appointments may be obtained of the Council's Agents, to whom applications should be sent as soon as possible.

JOHN POOK & CO.,
Agents for the Municipal Council of Shanghai.
68 Fenchurch Street, London, E.C.
March, 1916.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.
MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work.—**M. GLENISTER, 3 Friern Park, N. Finchley, N.**

**COUNTY SCHOOL FOR BOYS,
SUTTON, SURREY.**—Wanted, from May 2nd, two **MASTERS (or MISTRESSES),** replace men on Military Service; both general form work; one proficient in some of the following: Geography, French, Elementary German, Mathematics.—Apply **HEAD MASTER.**

CHICHESTER HIGH SCHOOL.
—Wanted, in May, **FORM MISTRESS** to teach Physical Exercises (training essential) and Needlework, and either Elementary Mathematics or English. Salary £100 to £120 non-resident, according to experience and qualifications. Apply—**HEAD MISTRESS.**

ADVERTISEMENT and other
matter for **MAY** issue should reach the office by **April 20th.** Urgent Notices of Posts Vacant and Wanted can be received up to **April 25th (first post).**

THE JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges for the Summer Term and for September should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS.

- Mathematics Mistress**, in September, in Girls' Secondary School in Midlands. Geography or Botany needed. B.Sc. or Tripos: training or experience. Salary £125 non-resident. JA 11742
- Mathematics Mistress**, in September, in Girls' Secondary School in Lancashire. English or French up to Form III also needed. Salary about £120 non-resident. JA 11743
- Mathematics Mistress**, in September, in Girls' Secondary School on Lancashire Coast. Cambridge Tripos and experience needed. Initial salary £110 to £130 non-resident. JA 11801
- Mathematics Mistress**, in May, in Boys' Preparatory School on S. Coast. Little English needed. Degree and experience. Age 30 to 35. Salary £75 to £90 resident. JA 11937
- Mathematics Mistress**, in May, in good School temporarily in Derbyshire from East Coast. Some Latin needed. Good qualifications in Mathematics. JA 11944
- Mathematics Mistress** in Boys' School in Monmouthshire. Honours degree essential. Salary £150 non-resident. JA 11984

SCIENCE.

- Science Mistress**, in May, in Boys' Grammar School in Hampshire to teach Physics, Chemistry, and Mathematics. Salary £120 to £130 non-resident, or £80 to £90 resident. JA 11904
- Science Mistress**, in May, in Public School in Lancashire to teach Botany, Physics, Chemistry, Arithmetic, Algebra, Geometry. Salary £110 to £120 non-resident. JA 11912
- Two Science Mistresses**, in September, in Public School in Midlands. (1) Chemistry and Physics. (2) Botany and Horticulture. Good salaries. JA 11918
- Science Mistress**, in May, for a year in a Girls' Public School in London, S.E., to teach Botany and help with Botany Gardens. Salary £120 non-resident. JA 11930
- Science Mistress**, 3rd May, in Boys' Grammar School in Lancashire to teach Physics, little Chemistry, and Mathematics. Salary £150 non-resident. JA 11953
- Science Mistress** who can also teach Mathematics and Geography in September in Private School in Edinburgh. Salary £60 resident, or £100 non-resident. JA 11961
- Science or Mathematical Mistress**, 11th May, in Boys' Grammar School in Yorkshire. Drawing desirable. Salary £110 to £120 non-resident. JA 11963

ENGLISH AND HISTORY.

- Two Mistresses**, in May, in Boys' Grammar School in Yorkshire:—(1) Senior English and History. Salary £130 to £150 non-resident. (2) Junior School work, chiefly English and Arithmetic. Salary £110 to £130 non-resident. JA 11923

- Mistress**, in May, in Boys' Grammar School in large town in West of England, to teach History and English to boys of 12 to 16 years. Geography desirable. JA 11931
- Mistress**, in May, in Boys' School in Midlands to teach Senior History, some English, and Geography. Experience with boys very desirable. Salary £150 to £170. JA 11945
- Mistress**, in September, in Public Secondary School in the North of England to teach History and English. Honours degree in one. Post may be resident. JA 11968
- Mistress**, in May, in High School in S. Wales to teach English, History, and some French. Churchwoman. Salary £50 to £60 resident. JA 11970

GEOGRAPHY.

- Mistress**, after Easter, in Grammar School in Cornwall (Boys) to teach Geography and Vocal Music. Degree. Salary £100 to £120 non-resident. JA 11844
- Mistress**, in May, in Girls' High School in Essex to teach Geography. Salary up to £140 non-resident. JA 11936
- Mistress**, for Summer Term only, in London High School to teach Geography. JA 11948
- Mistress**, in May, in Boys' School in Midlands to teach Geography. Salary from £120 rising to £150 non-resident. JA 11951

FORM POSTS.

- Junior Form Mistress**, in September, in High School in Midlands who can take advanced English and some Needlework. JA 11731
- Two Form Mistresses**, in May, for Boys' School in Surrey for Form work and some of the following:—Geography, French, elementary German, Mathematics. Salaries according to qualifications. JA 11942
- Two Mistresses**, in May, for Lower and Middle Forms in Boys' School in N. Wales; one should offer good Geography. Welsh desirable. Salaries £120 non-resident. JA 11973
- Two Form Teachers** in Boys' School in Co. Durham. Salaries according to scale. JA 11978

CLASSICS.

- Classical Mistress**, in September, in High School in Kent. Some English. JA 11755
- Classical Mistress**, in May, in Private School in Herts. Some English needed. Good salary resident. JA 11869
- Classical Mistress**, in May, in Boys' Preparatory School in West of England. Churchwoman preferred, young. JA 11919

JUNIOR AND KINDERGARTEN POSTS.

- Lower Second or First Form Mistress**, May or September, in High School in Hampshire. Good experience and training, not Froebel. Some subjects in Higher Forms needed. JA 11852

* For the period of the War only.

- Mistress**, in May, for Preparatory Form in Grammar School in Cumberland; boys and girls under 9. Some help in French in Higher Forms. Salary £90 to £100 non-resident. JA 11943

- Mistress**, in May, in Boys' Preparatory School in Kent to teach boys of 7 to 10 years general subjects, including Latin and German. Piano desirable. Moderate Churchwoman. Experience needed. Salary £50 resident. JA 11957
- Transition Mistress**, in May, in High School in Yorks. Children of 6 to 8 years. Games and outdoor work and play needed. College training and N.F.U. Higher Certificate needed. JA 11965

MODERN LANGUAGES.

- Mistress**, in May, in High School in London, S.E., to teach French. Phonetics essential. Churchwoman. Salary £120 non-resident. JA 11898
- Mistress**, in September, in High School in Surrey, near London, to take a Junior Form, and teach French chiefly in Junior School and some English and Needlework. Degree and experience. Salary £120 to £140 non-resident. JA 11895
- Form Mistress**, in May, in Boys' School in Midlands; special qualifications in French. Experience with boys desirable. Salary £150 to £170 non-resident. JA 11947
- Mistress** to teach French (27th April) in Boys' School in Kent, some German. Good qualifications. Salary from £75 resident. JA 11937
- Mistress** to teach French in Boys' School in Surrey. Some English subject needed. Salary £90 to £110 non-resident. JA 11966
- Mistress**, in May, in Girls' Public School in Lancashire to teach French. Salary £110 to £120 non-resident. JA 11927

PRIVATE SCHOOL POSTS.

- Mistress**, in May, in Private School in London Suburb (S.E.) to teach Form subjects, Geography, and Mathematics. Games. Churchwoman. Salary about £50 resident. JA 11902
- Mistress** in Private School in West of England for Mathematics to Matriculation standard. Desirable subjects Latin, Junior English, French Grammar. Games. Age 23 to 30. Salary about £40 resident. JA 11920
- Mistress**, in September, in Private Day School in Kent (near London) to take charge of Third Form (age 11) and to teach Mathematics, Botany, Geography. Games desirable. Degree, training, or experience. Salary £60 to £70 resident. Week-ends free if desired. JA 11928
- Mistress**, in May, in School on Yorkshire Coast to teach Latin, English, French, History, Geography, Arithmetic, Scripture. Experience. Churchwoman preferred. Age 23 to 33. Salary £40 to £45 resident. JA 11933
- Two Mistresses**, in May, in a high-class School in Dorset to teach between them History, Mathematics, French, Needlework. Churchwoman. Experience desirable. Salaries £60 and £70 resident. JA 11955

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

TO ASSISTANT MISTRESSES.

Telegraphic Address—
"SCHOLASQUE, LONDON."

EASTER AND SEPTEMBER VACANCIES.

Telephone—
GERRARD 7021.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

India. — Vice-Principal for Boarding School. University woman desired. Mathematics or History to be a special subject. Experienced. Salary £240. Second Class passage.—No. 262.

Mistress for Boys' School. To take Lower Form work, together with English and History to Seniors. Salary £130 non-resident.—No. 268.

Assistant Mistress for Latin, English, History &c., School in London. Salary about £120 non-resident.—No. 330.

Assistant Mistress for Secondary School (mixed). Mathematics and English to Boys. Experienced. Salary £120 non-resident.—No. 325.

Mistress for History and Mathematics. Important School. Salary about £70 resident.—No. 340.

Geography Mistress for Grammar School (mixed). Some Junior English. Salary £100 non-resident.—No. 246.

Senior Mistress for usual English subjects. Capable of taking entire charge, and acting as Vice-Principal. Salary about £70 resident.—No. 329.

Governess for one girl aged 12½ years. English, good French, Music, and Drawing. Age under 30. Family resides in Wales. Salary £100 non-resident.—No. 290.

S. Africa. — Junior Form Mistress. English and Arithmetic. Nature Study, and either Sewing or Drawing. Salary £70 to £90 resident. Passage paid.—No. 273.

Assistant Mistress for Latin, English, and Piano. Boys' Preparatory School. Salary about £60 resident.—No. 349.

Form Mistress for Secondary School. History principal subject. Graduate preferred. Commencing salary £100 non-resident.—No. 256.

Mistress for General English, Geography, History, &c. Graduate desired. Salary about £60 resident.—No. 285.

Assistant Mistress for Arithmetic, Algebra, Geometry, and Modern Geography to Senior Cambridge standard. Salary about £60 resident.—No. 275.

Geography and History Mistress able to take some Junior Form work. Graduate preferred. Commencing salary £100 non-resident.—No. 359.

Assistant Mistress for German and Mathematics, or German and Italian. First-class School in London. Salary £60 resident.—No. 322.

Assistant Mistress for Latin principally. Mathematics or English desirable. Graduate preferred. Churchwoman. Salary about £70 resident.—No. 318.

Assistant Mistress for Botany, English, Latin, French, &c. Public School. Salary about £60 resident.—No. 309.

Mistress for History, Arithmetic, Mathematics, and Latin. Light duties. School in Jersey. Salary about £65 resident.—No. 233.

Junior Assistant Mistress for large Boys' Boarding School. Salary about £60 resident.—No. 229.

Assistant Mistress for English and Latin to the Upper School, together with Mathematics or French. First-class School. Salary £70 resident.—No. 213.

Senior Mistress for good English subjects, Latin, and Mathematics. French or German desirable. Salary about £70 resident.—No. 205.

Assistant Mistress for elementary Mathematics, Modern Geography, and elementary Science. Good experience. Commencing salary £60 resident.—No. 351.

20 Mistresses for General Form subjects. Salaries £50 and £55. Also large number of vacancies for Mistresses requiring salaries of £40 and £45 resident.

SCIENCE AND MATHEMATICAL VACANCIES.

Mistress for Chemistry and Physics to Senior Stage, with some Geography. Boys' County School. Salary £130 non-resident.—No. 267.

Mistress for Junior Mathematics in Mixed Secondary School. One willing to teach boys. Salary about £130 non-resident.—No. 334.

Graduate for Mathematics and Geography. Churchwoman. Salary £120 non-resident.—No. 328.

Mistress for Chemistry, Physics, and Mathematics to London Matriculation standard. Boys' Grammar School. Salary £130 non-resident.—No. 288.

Two Mistresses for Boys' School in London. One for Science and the other for Mathematics to Matriculation standard. Salaries respectively £70 resident.—No. 284.

Assistant Mistress for Boys' Secondary School. Physics and Chemistry to Senior Local standard. Initial salary £120 non-resident.—No. 356.

Mistress for Botany and Chemistry to Senior Cambridge standard. Dual School. Salary £60 to £75 resident.—No. 308.

Junior Science Mistress for elementary Science and Geography. Girls' Secondary School. Commencing salary £100 non-resident.—No. 307.

Mistress for Boys' Grammar School to take Science and Mathematics. Salary £60 to £80 resident.—No. 304.

Assistant Mistress for Mathematics. Boys' Secondary School. Salary £130 to £150 non-resident.—No. 210.

Assistant Mistress for Mathematics and Physics. Boys' Grammar School. Salary £120 non-resident.—No. 178.

Mistress for Mathematics and Physics. Boys' County School. Salary £120 to £140 non-resident.—No. 140.

Assistant Mistress to take Mathematics throughout the School. Graduate looked for. Churchwoman if possible. Day School. Salary from £120 non-resident.—No. 133.

Mistress for Physics, Chemistry, and Botany. Graduate desired. Churchwoman. School in Scotland. Salary £70 to £80 resident.—No. 049.

Assistant Mistress to take Mathematics to Senior Cambridge. Boys' Middle Class School. Salary £100 non-resident.—No. 320.

Mistress for Mathematics. Must have good qualifications and be able to take Hockey. Salary £115 to £120 non-resident.—No. 254.

Assistant Mistress for Junior Mathematics. Some form subjects if possible. Commencing salary £100 non-resident.—No. 191.

Mistress for good Botany. Other subjects a recommendation. First-class School. Salary about £70 resident.—No. 310.

Mistress for Chemistry and Botany. Boys' Grammar School. Salary £100 non-resident.—No. 293.

Assistant Mistress to take Mathematics to Matriculation standard. County School. Salary £120 non-resident.—No. 354.

Mistress for Chemistry and Botany. Elementary English, Mathematics, &c. Salary about £110 non-resident.—No. 312.

MODERN LANGUAGE VACANCIES.

Assistant Mistress with good qualifications in French. Important School. Salary about £60 resident.—No. 341.

Mistress for good French (acquired abroad). Experienced. Large and important College. Salary about £60 resident.—No. 199.

Modern Language Vacancies.—contd.

Assistant Mistress to take Modern Languages to Higher Local standard. One who has resided abroad preferred. Salary £60 resident.—No. 084.

Assistant Mistress for good French and English, or French and German. School near London. Salary about £60 resident.—No. 576.

Mistress for first-rate French. Should hold good Certificates. Salary about £60 resident.—No. 222.

MUSIC VACANCIES.

Violin Mistress able also to take Piano as secondary subject. Large and important Boarding School. Salary £60 resident.—No. 327.

Experienced Music Mistress. L.R.A.M. or A.R.C.M. desired. Knowledge of Harmony. Salary about £50 resident.—No. 366.

Mistress for good Piano, Harmony, and Class Singing. Matthay and Curwen methods preferred. Experienced. First-class School. Churchwoman. Fair salary resident.—No. 237.

ART MISTRESS

who should hold the Teacher Artist Certificate. Also able to teach Geography. Salary £50 resident.—No. 228.

KINDERGARTEN VACANCIES.

Mistress holding full N.F.U. Certificate and qualified to take Arithmetic and Games. Initial salary £100 non-resident.—No. 352.

S. Africa. — Mistress with Higher Froebel Certificate, if possible, and able to take Ablett's Drawing. Salary £75 resident. Passage paid.—No. 006.

Malay States. — Experienced Kindergarten Mistress for Church Day School. Piano, Singing, and Physical Exercises a recommendation. Salary about £55 resident and passage.—No. 185.

GYMNASTIC VACANCIES.

Mistress for Games, Gymnastics, and Junior English. Must be good at Tennis. Salary £50 resident.—No. 300.

Mistress good at Gymnastics. Elementary English and Needlework desirable. Church woman. High-class School. Fair salary, resident.—No. 346.

Mistress to take Swedish Gymnastics. One trained at Dartford preferred. First-class School near London. Fair salary, resident.—No. 265.

SEPTEMBER VACANCIES (VARIOUS).

Senior English Mistress to take Geography on modern lines, Chemistry, or Physics and Botany. Must have high qualifications and be experienced. High-class School. Salary up to £150 resident.—No. 321.

Mistress for good French and History. Important School. Salary about £75 resident.—No. 200.

Assistant Mistress for Latin, Mathematics, Arithmetic, and English to Senior Oxford standard. Salary £50 resident.—No. 227.

Assistant Mistress with good qualifications in Mathematics. Botany or Geography a recommendation. Salary £125 non-resident.—No. 335. Also **Mistress** with good qualifications in French for same School. Salary £125 non-resident.—No. 336.

Domestic Science Mistress for large and important School. A Lady with good experience and able to take the Head of the Domestic Science Department looked for. Salary about £100 resident.—No. 303.

350 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

NUMEROUS POSTS FOR MISTRESSES REQUIRING SALARIES OF £25 TO £35 RESIDENT.

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A Complete List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

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Please see page 238 for brief particulars of some of the Schools **Messrs. GRIFFITHS, POWELL & SMITH** now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

ASSISTANT MISTRESSES AND GOVERNESSES.

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This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required for first-rate Co-educational School in the Midlands, to teach good Latin, French, and English. Would be a recommendation to offer elementary Mathematics, Singing, and Needlework. A lady is looked for who is a good disciplinarian and who has had good experience. Salary offered £140 per annum non-res.—No. 3,403.

RESIDENT ENGLISH MISTRESS required for Girls' Private School on the South-east Coast to teach Scripture, good Geography, History, English Composition, and some Elementary Latin. Would be a recommendation to offer elementary Algebra and some Botany. A lady is looked for who is a thoroughly experienced teacher and who has been in good Boarding Schools. Salary offered £50 res.—No. 3,370.

FORM MISTRESS required for Girls' High School in the South-west of England, to teach Science (General experimental), or Mathematics and Geography, in addition to English and History. Training or experience essential. Graduate preferred. Salary offered, £60 to £70 per annum res., or £85 to £95 non-res.—No. 3,660.

TWO ASSISTANT MISTRESSES required for Boys' School in Wales, to teach ordinary form subjects in the Lower and Middle Schools. One of the Mistresses must take Geography throughout the School, and Mathematics would be an additional qualification. Salary offered £120 non-res.—No. 3,811.

MISTRESS required for Girls' Private Boarding School on the South Coast, to teach all English subjects up to the Junior Cambridge standard. Would be a recommendation to offer Music. Member of the Church of England essential. Salary offered, according to qualifications and experience.—No. 3,805.

MISTRESS required for High-class Girls' School in the South-east of England, to teach good Botany. Would be a recommendation to offer one or two of the following subjects:—English, Mathematics, or Latin. Salary offered according to qualifications and experience.—No. 3,814.

MISTRESS required for Girls' Private School on the East Coast, to teach Mathematics and one or two of the following subjects:—Latin, Botany, or Modern Geography. Would be a recommendation to offer Games. Salary offered, £45 res.—No. 3,778.

Classical Mistresses.

MISTRESS required for Boys' Private School on the South Coast, to teach General Preparatory Form Subjects, including Latin and Greek. Salary offered £50 per annum res.—No. 3,815.

MISTRESS required for Boys' Secondary School on the South Coast to teach one or two of the following subjects:—Mathematics, Classics, or Science. Previous experience essential. Games would be a recommendation. Salary offered £100 to £120 non-res.—No. 3,736.

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS required for high-class Secondary School for Boys and Girls in the South of England, to undertake to teach

this subject throughout the School. Would be a recommendation to offer Geography on modern lines. Salary offered from £130, according to qualifications, non-res.—No. 3,491.

ASSISTANT MISTRESS required for Endowed Boys' School within easy reach of London, to teach Botany, together with fair Chemistry and Physics. It would be a recommendation to offer Geography on modern lines. Salary offered £130 to £160 non-res.—No. 3,447.

MISTRESS required for first-rate Boys' Preparatory School on the South Coast to teach Mathematics up to Public School Scholarship standard. Degree and good teaching experience essential. Salary offered, for an experienced teacher, £75 to £80 res.; mistress without experience, £60 res.—No. 3,756.

SCIENCE MISTRESS required for important Girls' School within easy reach of London to teach advanced Botany and Chemistry. Salary offered, according to qualifications and experience.—No. 3,807.

SCIENCE MISTRESS required for important Secondary School for Boys, in Wales, to teach Chemistry and Physics. Salary offered £130 to £150 non-res.—No. 3,812.

MATHEMATICAL MISTRESS required for first-rate Secondary School for Boys in Wales. The mistress will be required to take Mathematics in the Upper and Lower Schools. Salary offered £130 to £150 non-res.—No. 3,813.

Kindergarten and Lower Form Mistresses.

ASSISTANT MISTRESS required for first-rate Boys' School in the South of England to teach French to the Public School Scholarship standard, and to help with the ordinary form subjects, including Latin and some Mathematics. Salary offered £80 res.—No. 3,747.

ASSISTANT MISTRESS required for first-rate Boys' Boarding School in Scotland, to teach general elementary subjects, i.e. Junior Latin, English, French, and Arithmetic. A lady is looked for who is methodical and neat, and who will insist on neatness from the boys. Salary offered £80 res.—No. 3,744.

ASSISTANT MISTRESS required for first-rate Boys' School in the South-east of England, to take charge of the French teaching throughout the School, and also to take some elementary English subjects with young boys. Would be a recommendation to offer Drawing or Music. Salary offered £90 res.—No. 3,700.

Modern Language and Foreign Mistresses.

MISTRESS required for Endowed Boys' School within easy reach of London, to teach French and possibly some German. Salary offered £70 to £80 res.—No. 3,524.

FRENCH MISTRESS required for important Girls' School in the North-east of England, to teach on the Direct Method in the Middle School Forms. An experienced Mistress and good disciplinarian is looked for, and it is essential that the candidate should have a good accent. Salary offered not less than £60 res.—No. 2,796.

MISTRESS required for first-rate Boys' Grammar School in London, to teach French. Salary offered £120 non-res.—No. 3,729.

MODERN LANGUAGE MISTRESS required for Girls' Boarding School in the West of England, to teach French to the standard of Inter. Arts. German will also be required. Salary offered £60 res.—No. 3,548.

MISTRESS required for first-rate Girls' Boarding School in the South-west of England, to teach French and Needlework, and to offer as subsidiary subject German. Member of the Church of England essential. Salary offered £50 to £60 res.—No. 3,697.

MISTRESS required for Girls' Private School in the East of England, to teach good French, elementary German, and Mathematics up to Junior Cambridge standard. A lady is looked for who has a good experience and is a good disciplinarian. Member of the Church of England preferred. Salary offered £45 res.—No. 3,620.

Gymnastics and Games Mistresses.

TRAINED AND CERTIFICATED GAMES AND GYMNASICS MISTRESS required for first-rate Girls' Private School on the South Coast, who will also be capable of teaching Dancing. A lady is looked for who has had previous experience in a good School. Salary offered £60 res.—No. 3,431.

GYMNASTIC MISTRESS required for first-rate Girls' School North of the Midlands to teach Drill, Swimming, Dancing, and Games. Salary offered £50 to £60 res.—No. 3,547.

GYMNASTIC AND GAMES MISTRESS required for high-class Girls' Private School in the Midlands, one who is a good Tennis Coach. Mistress appointed must be able to teach some English and Physiology. Would be a recommendation to offer Massage. Salary offered £50 res.—No. 3,800.

THOROUGHLY EXPERIENCED GYMNASICS AND GAMES MISTRESS required for first-rate Girls' School who can also teach good elementary English and some Needlework. Salary offered according to qualifications and experience, res.—No. 3,803.

Music and Art Mistresses.

MISTRESS required for first-rate Boys' School on the South Coast, to teach Music (Piano), Singing, and Drawing. Would also be necessary for her to train the Choir. Salary offered £60 to £50 res.—No. 3,785.

ASSISTANT MISTRESS required for first-rate Boys' School in the South-east of England, to teach Piano. Would be a recommendation to offer French. Salary offered £80 per annum res.—No. 3,688.

MISTRESS required for first-rate Boys' Grammar School in the Midlands, to teach Geography or Art with a good deal of work in the Lower forms in English. Would be a recommendation to offer Singing. Salary offered £80 to £100 non-res.—No. 3,590.

Messrs. GABBITAS, THRING & Co. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

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MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

COUNTY BOROUGH OF SUNDERLAND.

BEDE COLLEGIATE GIRLS' SCHOOL.
Head Mistress: Miss M. E. BOON, M.A.

Wanted, HISTORY SPECIALIST for Summer Term (temporary appointment). Honours degree or its equivalent and Secondary School experience desirable. Application form, which should be returned immediately, and also scale of salaries, may be obtained of the undersigned on receipt of stamped addressed envelope.

HERBERT REED,

Secretary to the Education Committee.
Education Department, Sunderland.
24th March, 1916.

WANTED, at Easter, LADY MATRON HOUSEKEEPER, Public School. Experience in Sick Nursing, especially epidemics. Economical manager, thoroughly domesticated, good needlewoman. Apply—Girls' School, Sherborne.

MISTRESS for GAMES and SWEDISH GYMNASTICS and MEDICAL MASSAGE. Training at Dartford or Bedford preferred. To work under experienced Mistress. Apply—HEAD MISTRESS, Girls' School, Sherborne.

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THE MAYNARD SCHOOL,
EXETER.—Required, after Easter, GYM-
NASTIC MISTRESS (Ling's system). Games,
Remedial Drill, Swimming, &c.; Dancing desirable.
Apply—HEAD MISTRESS.

NEWARK HIGH SCHOOL FOR GIRLS.—Wanted, after Easter, KINDER-
GARTEN MISTRESS able to teach Class Singing.
Salary £100. Apply to the CLERK, 31 Lombard Street,
Newark-on-Trent.

**RESIDENT ENGLISH MIS-
TRESS** required. Experienced. Scripture,
Geography, History Composition. Optional: ele-
mentary Latin and Algebra, Botany. Share of super-
vision. Apply, stating age, salary, qualifications, to
Mrs. BURROWS, Ancaster House, Bexhill-on-Sea.

**DERBYSHIRE EDUCATION
COMMITTEE.**—CAVENDISH HIGH
SCHOOL FOR GIRLS. BUXTON.—Wanted, after
Easter, FORM MISTRESS, with special qualifica-
tions in French (Phonetics), and able to teach some
Latin. Degree and experience essential. Salary,
£100 to £115.—Apply to HEAD MISTRESS.

SCHOOL VACANCIES.—
(Cornwall.) English Mathematics to Cam-
bridge Local. £50.—(Yorks.) £45.—(Devon.)
Boys' Preparatory. £30.—(Sussex.) Kindergarten,
Games. £35.—(Kent.) Governess Matron. £30.—
(Wales.) Drawing, Painting, Botany. £35.—
Hooper's, 13 Regent Street, London. Many others.
No booking fee. Stamp.

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—Miss DEXTER, 4 Gainsborough Road, North
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WANTED, in May, for high-class
Private School on South Coast, a MIS-
TRESS to teach Latin to Matriculation standard,
some Mathematics or English Literature, Games.
Degree or equivalent needed. 60 day girls, 40 board-
ers. Churchwoman. Age 25 to 30. Apply by letter—
REGISTRAR, Joint Agency, Oakley House, Bloomsbury
Street, London.

YOUNG French Lady (Swiss or
Belgian might do) required, au pair, in good
school, near London. Protestant, well-educated.
Good opportunities for studying English. Address—
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WORCESTERSHIRE EDUCATION COMMITTEE.

Applications are invited from Men (ineligible for
military service) or from Women for the following
War appointments:—

Oldbury Secondary School.—ASSISTANT
TEACHER wanted, early in April, to teach
principally French and Latin. Salary at rate
of £130 to £140 per annum, non-resident.
Applications, with copies of testimonials, to
be sent, before March 31st, to the HEAD
MASTER, Secondary School, Oldbury, near
Birmingham.

Evesham, Prince Henry's Grammar School.—
SCIENCE (PHYSICS) and MATHE-
MATICS TEACHER wanted immediately.
Ability to teach Geography or Swedish Drill
would be a recommendation. Rate of salary,
up to about £150 per annum, non-resident.
Applications, with copies of testimonials, to
be sent without delay to the HEAD
MASTER, Prince Henry's Grammar School,
Evesham.

Forms of Application (No. 279) may be obtained
from the DIRECTOR OF EDUCATION, County Educa-
tion Office, 37 Foregate Street, Worcester.

COUNTY BOROUGH OF SUNDERLAND.

BEDE COLLEGIATE BOYS' SCHOOL.
Head Master—G. T. FERGUSON, B.A., B.Sc.

Wanted, to begin work on May 10, if possible,
SENIOR FRENCH MASTER. Permanency. Sub-
sidiary subject: English. Good character, degree,
teaching experience, and discipline all essential.
Candidates must be men disqualified for military
service. Salary scale: Grade A, £140 to £200;
Grade B, £210 to £250. Initial salary £200 for really
good man. If there is no good candidate this post
will not be filled up, but a Temporary Master, salary
according to qualifications, will be appointed.

Application form and salary scale obtainable on
sending stamped addressed envelope to the under-
signed, to whom forms should be returned as soon
as possible.

HERBERT REED,

Education Secretary.

15 John Street, Sunderland.

March 27, 1916.

LIVERPOOL EDUCATION COMMITTEE.

Required, in September, for the Queen Mary High
School for Girls—

- (1) A HISTORY MISTRESS. Salary £130.
- (2) A MATHEMATICAL MISTRESS, with
French or English as a second subject.
Salary, £120.

Forms of application (to be returned not later than
the 15th April) and further details may be obtained
from JAMES G. LEGGE, Director of Education,
14 Sir Thomas Street, Liverpool.

EDWARD R. PICKMERE,
Clerk to the Education Committee.

SOUTHEND-ON-SEA EDUCA- TION COMMITTEE.

HIGH SCHOOL FOR GIRLS.

Head Mistress: Miss M. E. LEWIS.

Wanted in May, a GEOGRAPHY SPECIALIST,
with good qualifications and experience. Salary, £130
to £140, rising, by annual increments of £10, to
maximum of £200. Apply—HEAD MISTRESS.

J. W. BARROW,
Secretary to the Committee.

THE PENDLETON HIGH

SCHOOL FOR GIRLS.—The post of HEAD
MISTRESS will become vacant at the end of the
Summer Term by the resignation of the present
holder. The yearly stipend is £150, with a capitation
fee on each pupil. Residence is provided in the
School House, which is situated in a residential dis-
trict and has ample grounds with facilities for
Games. The Pendleton High School, like the sister
School in Manchester, is endowed from the Hulme
Trust, and receives grants from the Board of Educa-
tion and from the Royal Borough of Salford. Ap-
plications, which should state age, experience, and
qualifications, accompanied by not more than five
testimonials, must be sent, not later than 1st May,
to the Clerk to the Governors, Mr. HUBERT TRAGUE,
38 Barton Arcade, Manchester, from whom further
particulars may be obtained.

TORQUAY SECONDARY

SCHOOL.—Wanted, for Girls' Department,
to commence May 4th next, an ASSISTANT MIS-
TRESS specially qualified in Mathematics. Ap-
plications must state other subjects offered. Salary
according to scale, which may be obtained, together
with application form, of the CLERK TO THE GOVER-
NORS, Education Office, Torquay.

EDINBURGH ASSOCIATION FOR THE PROVISION OF HOSTELS FOR WOMEN STUDENTS.

The Board of Management of the Edinburgh Asso-
ciation for the Provision of Hostels for Women Stu-
dents are about to proceed to the appointment of
a PRINCIPAL LADY WARDEN for their new
Hostels situated at Craigmillar Park, Newington,
Edinburgh. The Hostels, three in number, have
each accommodation for 52 students. The Lady
Warden should be possessed of high administrative
capacity and tact, and, other qualifications being
equal, preference will be given to a lady with a Uni-
versity degree who has had experience of residence
in a College or Hostel.

The salary will be at the rate of £250 per annum,
with board and residence in one of the Hostels.

Candidates are requested not to call on individual
members of the Board of Management.

Application should be made on a prescribed form,
and accompanied by 20 copies of three recent testi-
monials and a letter giving additional details of quali-
fications.

Printed or type-written copies of letter and testi-
monials should be lodged with the INTERIM SECRE-
TARY, Edinburgh Association for the Provision of
Hostels for Women Students, Moray House, Edin-
burgh, not later than 15th May next, from whom may
be obtained forms of Application and Statement of
the Duties of the Office and Conditions of Appoint-
ment.

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TRESSES, to begin work as soon as possible.

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Salary £70, £80 and £90 in 3 successive years.

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referees and particulars of age, religious denomina-
tion, qualifications, and experience, to Mrs. STEWART,
M.A., 14 Carlton Street, Edinburgh.

BRADFORD EDUCATION COMMITTEE.

Wanted, after Easter, an ASSISTANT MIS-
TRESS for the Belle Vue Girls' Secondary School.
Preference will be given to a Graduate with special
qualifications in Mathematics. French or History
and English will be considered additional qualifica-
tions. Salary according to qualifications and ex-
perience. Applications, on forms to be obtained
from this Office, should be returned to the DIRECTOR
OF EDUCATION at once.

By Order.

Education Office, Town Hall, Bradford.

March 24, 1916.

THE KIRBY SECONDARY

**SCHOOL (FOR GIRLS), MIDDLES-
BROUGH.**—Wanted, for the beginning of May,
BOTANY SPECIALIST to teach this subject
throughout the School. Degree and training essen-
tial. Salary according to qualifications and ex-
perience.—Apply to the HEAD MISTRESS.

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FOR GIRLS (G.P.D.S.T., LTD.), WEL-
LESLEY ROAD, CROYDON.—ASSISTANT
MISTRESS required in September. Experience
essential. Special qualifications for teaching French
in Lower Forms. Ability to teach English and
Needlework desirable. Apply to the HEAD MIS-
TRESS.

MISTRESS to teach French

Wanted in September. Degree or equiva-
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£125 to £135. Full details sent on receipt of stamped
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ASSISTANT MISTRESS required after
Easter for Boys' Preparatory School in North
London. (School recognized by Middlesex Educa-
tion Committee.) Must be firm disciplinarian.
Write, giving full particulars, enclose photograph.
Address—No. 10, 144.*

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English Mistress after Easter for Boys' Secondary School in West of England, to teach English and Geography. Non-res. £140.—AD 52528.

Assistant Mistress after Easter for large Boys' Day School in Midland city, to teach History to Higher Forms, with General Form work, including Geography and English. Non-res. £150 to £170.—AD 52516.

English Mistress after Easter for Boys' Public School in the West of England, to teach History and English. Geography a recommendation. Experience with Boys preferred. Non-res. £150.—AD 52410.

Assistant Mistress after Easter for Boys' Endowed School in the Midlands, to teach Geography to Lower Forms, elementary Latin, and English. Experience essential. Non-res. £120.—A 52559.

Assistant Mistress after Easter for Dual School on the South Coast. Latin, English, and French desirable. Good qualifications and experience essential. Non-res. £100 to £110.—AD 52626.

Senior Mistress after Easter for high-class Boarding School for Girls on the South Coast, to teach English and French Grammar. Experienced. Moderate Churchwoman essential. Res. £80.—A 52214.

Senior Mistress in September for high-class Private School in the North-west of England, to teach Geography on modern lines, Natural Science, and Arithmetic. Degree, with training and good experience. Able to take responsibility. Res. £100 to £150.—A 52572.

English Mistress after Easter for large Day School in Scotland, to teach English to Lower and Middle Forms, and German, with French or Latin. Games. Experience and training essential. Non-res. £110.—A 52187.

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Classical Mistress after Easter for high-class Private School in the Home Counties, to teach Latin, elementary Greek, with English, to Middle Forms. Res. £60 or more.—A 52060.

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Mathematical Mistress after Easter for Public Church of England Boarding School on the South Coast. Experience and Churchwoman essential. Resident post with good salary.—A 51807.

Mathematical Mistress after Easter for Boys' Secondary School in the West of England. Degree or equivalent and experience. Non-res. £120.—A 52332.

Mathematical Mistress after Easter for large Day School for Boys in Midland city, to teach Mathematics, with general Form work, including English and Latin. Non-res. £150 to £170.—AD 52517.

Science Mistress after Easter for Dual School in the Midlands, to teach Chemistry, Physics, and Mathematics to Matriculation standard. Non-res. £130.—A 52412.

Assistant Mistress after Easter for high-class Private School in Home Counties, to teach Geography and general elementary Science. Res. post with good salary.—A 52640.

Science Mistress after Easter for Church of England Boarding School in Home Counties, to teach Botany and Chemistry. Res. £70 or more, or could be non-res.—A 52561.

Geography Mistress after Easter for Municipal Secondary School for Girls near London. Good qualifications essential. Non-res. £140.—A 52479.

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Assistant Mistress after Easter for important Public School for Girls, to teach Mathematics and Latin. Good qualifications essential. Non-res. post with good salary.—A 52515.

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Modern Language Mistress in September for important Public School in Home Counties, to teach French and German. Good degree, with experience or training. Non-res. £110 to £130 or more, according to qualifications.—A 52501.

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Kindergarten Mistress after Easter to take charge of Kindergarten Training Department in London School. Experience with students essential. Res. £60 to £65, or could be non-res.—A 51873.

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Senior Music Mistress after Easter for large Public Day and Boarding School on the South Coast, to teach Pianoforte, to prepare for L.R.A.M., Solo and Class Singing. Good qualifications and experience essential. Res. £70.—B 52099.

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Gymnastics and Games Mistress in September for high-class Private School in Home Counties, to teach Gymnastics and Games. Able to coach Lacrosse, and Dartford training essential. Res. about £60.—B 52290.

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Handbook and Syllabus may be obtained of Mr. A. H. FREEMAN, 118 Mercers Road, Tufnell Park, N.

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THE LING ASSOCIATION

(Of Trained Teachers of Swedish Gymnastics).

FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

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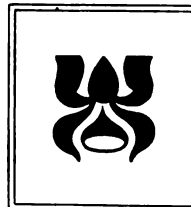
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OCCASIONAL NOTES.

THE increase in the income-tax will press hardly upon men of moderate means with children to educate, and we are not surprised that there have been many protests in the papers. With

The Budget.

these we have every sympathy. The levy of income-tax is full of anomalies, and one of the most crying is the very slight relief given to married people with children. No great change can be expected in War time, but we hope that when peace returns the difference between the tax paid by childless people and that levied on those with families will be made much greater. This, however, is not the sole direction in which fathers should look for relief. Many of them have the matter to some extent in their own hands. They can avoid sending their sons to expensive boarding schools. More use must be made of day schools. When a paterfamilias writes that, of his modest £400 a year, he is paying £200 for the education of two sons, we feel that something is wrong. He could probably get them as good an education for £150, even if he is out of reach of a day school. Others complain of the costliness of a University education. The remedy for that is the reduction of the expense of living at Oxford and Cambridge. One result of the War, we hope, will be a strong movement for the simplification of life all the way up—in preparatory schools, public schools, and Universities.

ANOTHER result that we look for is an increase in the number of secondary day schools and an improvement in their quality. The higher schools in provincial towns of the second and third rank in especial present a problem that needs careful consideration. In a given

town there may be perhaps two hundred boys whose parents require for them the best secondary education—an education which will prepare them for the Universities, the technical colleges, the professions, and the higher grades of commercial life. The link with Oxford and Cambridge must be maintained—not merely for the sake of a few clever boys or to give social prestige, but because it is a stimulus to the whole intellectual life of the school. The disproportionate number of scholarships given for classics at Oxford and Cambridge compels the maintenance of a high standard of classical teaching. Modern languages and science are becoming more and more necessary. But the schools we have in mind are neither large enough to organize two or three different "sides," nor rich enough to provide good teachers in all subjects. In trying to do everything they frequently fail to do anything really well. They become Jacks of all trades, but masters of none. They would probably do much better if each could drop the higher teaching of one of the three great branches—classics, science, and modern languages—and concentrate on the other two, the few boys who required what could not be supplied being sent on by scholarships to another school. Such a scheme would require two things—first, the necessary scholarships, and, secondly, the adoption by the head masters of a self-denying ordinance which would bind them to encourage the transfer of boys whose educational needs demanded it.

THE above remarks apply to some extent to the education of girls, but in this case the problem is less complex, because their needs are less diverse. What we

The Girls.

fear as the result of the heavy income-tax is that fewer girls will be sent to school, and that those who are sent will be kept there a shorter time. Against such a deplorable possibility nothing can avail but the better education of fathers and mothers in the need for schooling for their daughters. The War should have done much to open their eyes. The great part women are playing in the struggle, the multiplicity and variety of the functions they have undertaken, the spirit of keenness, devotion to duty, and discipline they have shown, and the large measure of success which they have achieved ought to give the final death-blow to the old idea that their sphere of work can be limited to a few particular occupations. The most old-fashioned amongst us must surely agree that no precise bounds can be set to their capacities and powers. It follows that those powers ought to be given every chance of development, and that means more education, not less.

THE President of the Board of Education has appointed a Departmental Committee to consider the question of interrupted education, as we may briefly call it. The Committee is certainly needed.

Interrupted Education.

A considerable number of boys and girls have been removed from school before the normal age to assist in agriculture, and here and there in other work. A far larger number have gone straight from school to munition factories, where they are earning abnormally high wages. Many of these will find themselves stranded when the munitions works are closed down. So also will many others all over the country who are taking the place of men that have enlisted. The severe dislocation of our educational and industrial system caused by the diversion of some millions of men

to the army cannot but have serious consequences. The whole problem of education for the working classes during adolescence will have to be faced, and there is no more difficult problem in the whole realm of education.

WE welcome the Committee, but we are surprised at its constitution. It consists of five members of Local Authorities, a Trade Union Secretary, a Director of Education, and one or two other gentlemen, together with five officials from the four Government departments concerned. There is not a single teacher of any sort or kind upon it, nor, as far as we know, a single person who has ever been a teacher. The technical education of a host of boys and girls is one of the problems that will have to be discussed, but there is no one connected with technical education on the Committee. Experts have evidently been ruled out. No one with first-hand knowledge of the questions to be considered is wanted. It is true that there are two officials of the Board of Education and that one is the head of the technical branch of the Department, but unfortunately he is a gentleman who is better known for his contributions to the study of English literature than for his acquaintance with the training necessary for industry. In any case, it is not merely the bureaucratic view that is wanted, it is much more the view of the craftsman. In any sphere but education, such exclusion of the expert would be impossible. Imagine a committee to discuss the settlement on the land of discharged soldiers which did not contain anyone who had a first-hand knowledge of agriculture!

A PROTEST from the Head Mistresses' Association against the retrenchments in educational expenditure which are being made by Local Authorities, has appeared in the Press. It is stated that in many cases these reductions are made mainly on the education estimates, and, what is graver still, that this curtailment is effected largely by reducing staff and increasing the size of the classes. In most cases, the Head Mistresses declare, those directly responsible for the working of the school have not been consulted. A cast-iron scheme has been imposed upon all schools alike, the representations even of governing bodies being treated with complete indifference. Evidently the amateur is finding full scope for his talents on some of the committees, and what the amateur cannot understand is that a school staff is not like a body of servants in a big house, which the mistress can easily increase one year and diminish the next, as suits her purse and her convenience. The organization of a school is a thing of slow growth, a structure which it is easy to pull down, but difficult to build up. The size of classes in secondary schools, it is to be noted, is subject by the regulations of the Board to limitation, thirty-five being the largest number of children who under any circumstances may be taught together. Mr. Cholmeley, on behalf of the Head Masters' Association, has backed the mistresses up, and shown that the London County Council reduction on education is proportionally three times as great as their reduction in other branches of expenditure. The same note of alarm is sounded in a letter from a number of distinguished ladies, who well say that education has proved to be the Achilles' heel of England.

THE announcement in the press that Canon Lyttelton was resigning the Head Mastership of Eton after the summer term came as a surprise only to outsiders.

**The
Head Mastership
of Eton.**

Like his father, the famous classical scholar who was bracketed Senior Classic with C. J. Vaughan in 1858, he was a scholar of Trinity College, but won more fame as a cricketer than as a scholar, captained the University eleven, and was content with a Second Class in the Tripos of 1878. After a brief apprenticeship at Wellington College, he was appointed to a mastership in his old school in 1882, and in 1890 succeeded Mr. Robertson as Head Master of Haileybury. His reign at Haileybury was a mixed success, and his election to Eton, on the resignation of Dr. Warre in 1905, with such formidable rivals as Mr. Rawlins of Eton, Mr. Cyril Alington, now of Shrewsbury, and Mr. Lionel Ford of Harrow, was unexpected by Old Etonians or by the profession generally.

GREAT hopes were entertained of the reforms he was prepared to introduce into the most conservative of our great public schools. He had made himself the champion of the democratic Teachers' Guild; had espoused the cause of parents, and particularly of mothers; had set himself to the herculean task of reforming public-school morals by instruction in matters of sex; but he has hardly fulfilled the promise of his youth, and has, by some of his most ardent admirers, been described as the *roseau peint en fer*. To Latin verse he clung even more tenaciously than Dr. James of Rugby, demanding it as the one thing needful for secondary schools. Though a member of the Humanitarian League he still defended that time-honoured abuse, the Eton Beagles, in a heated newspaper correspondence, and recently by a sermon preached at the beginning of the War he spoke unadvisedly with his lips, though, in our opinion, he was fully justified in his main contention that nothing our enemies might do could supersede the lessons of the Sermon on the Mount. We see no reason to doubt the explanation of his decision given to the press that he felt the time had come to change his vocation by modern standards. He is still in the prime of life, and has still before him many years in another, if not a higher, sphere. Yet we cannot help asking what would be thought of a great physician who, at the age of sixty, announced his intention to take Holy Orders. Teaching has still to be made a separate profession. Eton threatens to be a school without rulers. The Provost, to the delight of all Old Etonians, has recovered from his serious operation, but is still confined to his sick chamber. The Vice-Provost, Mr. Warre Cornish, has sent in his resignation.

WE wonder when modern-language teachers are going to lift up their voice. The Civil Service Commissioners play the stepmother to modern languages quite as much as to physical science—at least, so far as the examination for the first division of the Service is concerned. An examination of the marks gained in the last examination held before the War shows this. There appear to have been 78 successful candidates, and of these only two gained really good marks in modern languages. Thirty-one candidates were successful, without the help of classics (which shows that classics is not

**Modern Languages
in Civil Service
Examinations.**

altogether the greedy monopolist it is sometimes supposed to be), but almost all of these evidently relied either upon mathematics and science or upon mathematics, with history and some abstract science to carry them to victory. It is true that 22 candidates took French, but they took the first paper only, which is merely composition and translation, and carries only 400 marks. Only five essayed the second part, a fact which is not surprising, seeing that an acquaintance with a large area of French literature is required, and a beggarly 200 marks is the price offered for this extensive knowledge. The candidates who did anything in German or Italian are not worth counting. We are glad to note that political science and political economy are popular, and history has a fair number of adherents, but in most cases these subjects are evidently regarded as only tributary streams. One would think that a knowledge of two modern languages, with a reasonable portion of their literatures, and of modern history and two abstract sciences, would be a pretty good equipment for a Civil Servant; but a young man with such an outfit as this would find great difficulty in getting past the turnstile.

THE table of marks gained by the candidates for the diplomatic service at the same date shows some remarkable features. There were six aspirants, two of whom were successful. Their success was purchased at a cheap rate, for neither got one-third marks of the possible maximum. The only subjects in which either made a respectable score were the three languages—French, Spanish, and German, and those scores were made in translation, conversation, and composition only, for only one candidate took a paper in literature, and on that paper he got 66 marks out of 200. For English and Foreign History the leader got just 25 per cent. of the maximum, the second candidate nothing. In Politics and Political Economy neither gained a mark. Evidently, beyond their languages, these two budding diplomats knew next to nothing, and of their languages they knew merely the linguistics. And these are samples of the men to whom our diplomacy is entrusted! It is not surprising that that diplomacy is not always a success. The performances are discreditable alike to the candidates and to the schools and colleges which educated, or rather failed to educate, them. The result, no doubt, is due largely to the fact that diplomacy is still a close preserve for young gentlemen whose fathers can provide them with a substantial private allowance. If the service was open to all, the poor clever boy would soon send up the price of entrance. We ought to have said that the maximum age limit for the examination is twenty-five.

A SUMMARY of a striking address delivered to young officers in the field by a senior officer has been published. The key-note of the whole is that knowledge is needed by the officer as well as character. Knowledge is, indeed, put first, even before character. You cannot lead unless you know what to do and how to do it. Loss and disaster are the sure consequences of ignorance. Men can have no confidence in an officer who does not know, nor can the officer have any confidence in himself. And this knowledge is no Heaven-sent gift; it can be gained only by hard work, study, and thought. Excellent advice; but why should it be given to boys only when

they are officers in the field? Knowledge is one of the foundations of success in peace no less than in war, in manufacturing, trading, social work, and government no less than in fighting. The weak point of the great public schools is their indifference to this gospel of knowledge. The masters do not preach it. The cabinet minister, bishop, or local magnate who gives an address on Speech Day does not preach it. Usually he expounds only the other half of the officer's doctrine, lets boys believe that nothing is required for success but character, and with subtle flattery allows ignorant youngsters to think that they are all that any one can wish them to be because they are good fellows. But the subalterns in France are learning otherwise. They are face to face with most terrible realities of life, and they are discovering that something more than *esprit de corps* is required if they are to be successfully confronted. The public-school boy knows that that is true, even where football and cricket are concerned, but he does not know that it is equally true of industry, diplomacy, politics. Nobody tells him that in every sphere of life you cannot lead unless you know what to do and how to do it; that loss and disaster are the sure consequences of ignorance; that men can have no confidence in a chief who does not know, and the chief can have no confidence in himself.

AN ingenious writer, whose identity it is not difficult to divine, has been writing in the *Times* about speech and literature. The question he sets out to investigate is how it is that we English who can be so eloquent in poetry are so little eloquent in speech. His argument is not free from obscurity, but the pith of it seems to be that most people can be eloquent in speech only at the cost of saying what is commonplace, and therefore not worth saying, and that English people do not care about listening to the commonplace, however well it is expressed. It is just because we have so much first-rate eloquence in prose and poetry that we care so little for the third-rate eloquence of the average platform speaker and the average conversationalist. Fine speech is to us nothing but imitation literature, and imitation literature we cannot abide. Speech, he says, is our national art, "the folk-song of our literature." This is enigmatic, and reads like wilful and perverse paradox, but what he appears to mean is that we really value speech only when it tells us something or gives us some new ideas. The writer esteems this national characteristic, and, indeed, goes so far as to say that he hopes we shall never become a nation with a command of language, for that would kill our "folk song."

PUT in brief, this seems to mean that the Englishman cares little for the arts of speech and writing, but a good deal for what is said or written. The theory of a connexion between lack of conversational power and respect for great literature will not stand the test of a comparison with, say, the French; for literature is the national art of France far more than of England, but we find that Frenchmen display just the same qualities—and frequently the same defects—on the platform and in the drawing-room as in their books. There is the same eloquence, the same ease, the same careful choice of words, the same clearness of thought. The truth is rather that the Englishman does not appreciate the technique of speech or writing as does the Frenchman. Good style

The Uneducated Diplomats.

The Silence of Englishmen.

Knowledge and Character.

The Englishman and the Frenchman.

and well chosen phraseology give him no great pleasure. He reads books and listens to speeches for the sake of their substance, and if they have no substance, or only such substance as he has in his own mind already, he despises them. It is, on the whole, a healthy taste, as we often think when we see writers on education commend to English teachers the practices of French schools in the teaching of composition.

ENGLISH people, we are continually being told, lack the faculty of self-expression, and therefore children ought to be trained in self-expression. But here comes a problem. If writing is to be genuine self-expression, the child must write only when he really wants to express something; he must not write at the order of somebody else, for if he does, he will write artificially, inventing instead of expressing ideas and feelings. If he feels nothing about a primrose except that it is a yellow primrose, we must not expect him to say more. We should not encourage eloquent description and pretty sentiment which the child feels no real impulse to give us. We are inclined to judge from some school books which we have recently seen that there is a real danger of teachers fostering this kind of artificial composition. The value of it is certainly problematic. Perfect sincerity in speech and writing is more to be desired than facility of utterance. We shall not gain anything by training up a generation which can write graceful conventionalities about anything and everything. Rather we should teach boys and girls that the first rule of writing is: never write unless you really want to say something. Huxley we think it was who said that there was only one good rule for style: have something to say and then say it—an epigram which, if not adequate for the needs of the teacher, is a very solid foundation-stone.

IT is so seldom that we hear a voice from the preparatory schools that we welcome an article by Mr. J. S. Norman in the *National Review*. Mr. Norman runs full tilt against Latin. For the non-literary boy he believes it to be valueless. The accuracy it cultivates is of the kind which may very easily become mechanical. It may be a good gymnastic, but, in the hands of a competent teacher, other subjects are just as good. It is apt to stifle imagination, the development of which is the very soul of mental progress, and this because the difficulty of the language is so great that the learner's whole attention is focused on words and puzzling out complicated constructions. Mr. Norman's rejection of Latin is the more remarkable because he is himself a classical man. As a curriculum for young boys he suggests English literature (especially poetry, which needs real study), two modern languages, geography, English and European history, and elementary notions of mathematics and science. Certainly these things would give a liberal education, which is quite sufficient for all the ordinary purposes of life. They would supply the foundation needed for the studies which the liberal professions demand, the knowledge of the world in which we live, both the world of man and the world of Nature, which the citizen requires, and the appreciation of the æsthetic side of life which the human being needs for his recreation and refreshment.

"A Public School Master," writing in the *Manchester Guardian* of emigration and public-school boys, says:—"During the last fifteen years, out of 1,500 boys who have left the public school at which I am a master, not fifty have gone to Canada or Australia. Three or four times as many might have gone and England would not have missed them, whilst the colonies would have been the richer." The youths he would like to see go are those less well endowed with intellect than those who get into the Civil Service, &c., "but who possess grit and character, who can use their hands, but for whom a profession is often hard to choose, and, above all, let him be young." We heartily agree, but it is strange that a Public School Master should apparently never have heard of the emigration scheme originating with Dr. Gray of Bradfield, which has done good work, though on a limited scale, and provides easily the machinery needed for the work.

LOCAL AUTHORITIES.

THE Departmental Committee appointed to consider what changes, if any, should be made in the educational system as the consequence of the War is presumably another instance of adopting the alternative to doing something. The Committee is not a particularly convincing panel, and the only reassuring fact about it is that, if it does no good, it cannot possibly do any harm. It might have been imagined, however, that the Board of Education, with their innumerable experts and their Inspectors who are, or ought to be, familiar with every phase of educational development throughout the country, would themselves be capable of reviewing the present situation, and of suggesting what is necessary for the future. But perhaps the body responsible for the educational policy of the country does not feel equal to the unpopular task of reconsidering it. This view is shared by the Liverpool Education Committee, which has adopted the following resolution:—"That it is desirable in the national interest that a Committee should be appointed to consider and report upon the entire question of the organization of our educational system and its adaptation to the various needs of the nation, and that such Committee should be independent of any Government department."

FOR some years there has been a widespread belief that the system of elementary education in this country fails to achieve satisfactory results, and does not justify the increasing burden of its cost. It is not easy to determine whether there are substantial grounds for this belief. Compared, say, with twenty-five or thirty years ago, when public expenditure on the service was considerably less than a third of what it is to-day, no evidence is forthcoming to show that the products of the schools are better equipped than they used to be, either for industry or citizenship. On the other hand, it is, perhaps, asking too much to suppose that an entirely satisfactory national system of education can be evolved in a generation. But the melancholy fact remains that compulsory elementary schooling for nearly forty years appears to have failed to convince the majority of parents of its value or to render intellectual interests more popular. It has not promoted a love of learning.

THE defenders of elementary education, if they admit any defects in the system or disappointment with its results, will point to the inadequate salaries of teachers, the large classes, the eccentricities of H.M. Inspectors, and the withdrawal of so many children at the age of thirteen. Plausible arguments all of them, but not convincing when it is remembered that thirty years ago the teachers were not as well paid, the classes larger, the Inspectors quite as eccentric, and the proportion of children leaving at the age of thirteen greater. It follows, however, that, from the point of view of the professors, higher salaries, smaller classes, "trained and certificated" Inspectors, and a general extension in the age of com-

pulsory attendance will remedy all deficiencies and restore faith in the national system.

Preoccupation of Experts. The partial failure of the system of elementary education is largely due to our national habit of cherishing labels, of neglecting to define the objective, of reluctance to face the problem, or to adopt "clear cut" measures in the attempt to solve it. Other considerations invariably prevail. The elementary school, in its origin, had a very simple purpose, and by simple means more or less achieved it. To-day these schools, with an "enriched curriculum," "improved methods," and somewhat pretentious aims, produce results which are indefinite. The problem remains much the same as it was fifty years ago, but the professors and experts seem to ignore the social and economic conditions so vitally affecting the child, and to devote themselves to the task of exaggerating and elaborating pedagogic interests. Perhaps the most striking example of official and professional preoccupation is to be found in the fact that it was not until 1906 that it occurred to those responsible to make some inquiry into the physical condition of the children compulsorily brought together to be taught. Who can estimate the extent of the irreparable damage caused by this long neglect?

What becomes of the Child? THE School Medical Service, as it is called, while in many areas far from adequate, is a very obvious step in the right direction. It implies, one may suppose, that *the child*, and not merely how much and how far the professors can contrive to teach the child, is to be considered. Perhaps one of these days somebody else in authority will pause in the preparation of minutes and regulations and say, "I wonder what becomes of all those children who attend elementary schools, and whether 'the system' is really what they need, what their parents desire, and what is required by the nation?"

Education and Industry. IN a considerable number of schools, under present conditions, the children who attend after reaching the age of twelve or thirteen "mark time"; in a large number of schools there are many children who have no aptitude for "scholarship," and who must be destined to earn the means of livelihood by manual labour. The idea seems to be that for these children great advantage will accrue by the more general introduction of various forms of manual instruction into the school curriculum. The merits of learning by doing rather than by listening or reading are substantial, but it is pertinent to inquire whether the objects of those who favour this reform cannot, as far as children in elementary schools are concerned, be achieved in a better and less expensive way. It seems advisable to take a wider view of what constitutes the education of the rank and file, and to bring the school into closer relation with industry and employment. Instead of proposing to prolong the school life and to modify the curriculum in "technical" directions, it would be worth while to consider the possibility of establishing a partnership between the teacher and the employer in the education of the child. Where a boy has the opportunity of being trained for some specific industry, he might be released at the age of thirteen, provided his employer agreed to send him to school for half-time until he reached the age of fourteen or, if necessary, fifteen.

District Committees. THE policy favoured in some counties of appointing District Committees to act between the Local Education Authority and the managers of schools appears to be an unnecessary complication of administrative machinery. The Local Education Authority is permitted by the Board of Education to exercise very limited functions, but such as they are they properly concern the administrative area as a whole. School managers, on the other hand, are entrusted with all the responsibilities of detailed management, and the more intimately they are associated with the particular institution under their care the more efficient the work is likely to be. The interposition of a third body, which is not competent to exercise the powers of an Authority, and is not responsible for the management of particular schools, is obviously superfluous. If it does not diminish the interest of school managers, and hamper the Authority, it will probably occasion overlapping and duplication of work. The Cornwall County Council, it seems, is considering the abolition of District Committees, and at a recent meeting of the body which sits for St. Austell and St. Columb the members protested. One gentleman, however, said they should have much more executive power. They are doing the work which managers ought to do, and the managers were crying out. He would not like to see the Committee kept in existence on the lines of the past, because, from an educational point of view, things were not all that could be desired.

SCIENCE NOTES.

The "Wonder" Motive. WONDER and curiosity are strong in children when they begin school life. They were strong in Lord Kelvin unto the last day of his long life; in his case school did not interfere with his education in science. Are science masters satisfied that the wonder-motive is helped by school science? Or is there not some danger that formal instruction may have chilled enthusiasm instead of giving it deeper root and organized growth? For instance, when a school has a microscope, are its revelations open to the many, or reserved for a select band of senior pupils who can be trained dexterously to wield the scalpel and the razor? For our own part we delight in showing (under a low power) to children of ages from six to sixty the simple beauties of seeds and common objects of the garden, and to give glimpses of the Promised Land—Pisgah sights of the realm of science.

Wanted—Tyndall and Huxleys. MANY of our learned men of science lament the lack of popular interest in scientific matters, and lament not for commercial or military reasons only. Our school instruction has too often been so formal—possibly pedantically so—that it is difficult to get an audience for a scientific lecture, where thirty or forty years ago no such difficulty existed. However, an effort is being made to form a band of lecturers who, while in the front rank as investigators, have the art of popular exposition. It is not easy to train a Tyndall, or to harness a Huxley and a Helmholtz; we hope the British Association will take up this work, and thus fulfil one of its stated objects—viz. "to obtain more general attention for the objects of science."

The Third "R." CRITICIZING an examination syllabus a teacher writes:—"Considering the extent to which the children will use arithmetic after their school days, undue prominence is given to this subject. Those who will actually need arithmetic can specialize in that subject after deciding upon their career." The idea underlying this criticism is evidently that arithmetic is one of the three "R's" which are to be taught because everyone requires them as tools. It may at once be admitted that very little arithmetic is wanted by women; school methods of subtraction are not wanted for counting one's change, and in the draper's shop calculations are in pieces, yards, or simple fractions thereof. Hence the conclusion that arithmetic, at least for girls, can be cut down. But we deny the fundamental assumption that arithmetic is to be regarded solely as a necessary universal tool.

Why teach Arithmetic? ARITHMETIC must be regarded from the outset as a branch of mathematics. Prof. Whitehead has admirably defined school mathematics as a study having for its aim the revelation of the quantitative aspects of man's life and environment. If our arithmetic lessons help boys and girls to understand more of the quantitative relations which pervade the universe and affect our highest emotions and most mundane concerns, our teaching of arithmetic is justified, even though it helps little to count our change and check our accounts, and although ready-calculators will supply the rest of our computative needs.

Sound Signals at Sea. WIRELESS telegraphy has proved of enormous help to the mariner, yet simpler methods of estimating distance and direction during thick weather at sea will always be of value. Wireless requires somewhat large sending apparatus and the signals may be jammed. Prof. Joly has designed a method of signalling by sound which is simple in theory; we do not know how far practical success has been achieved. He proposes two sets of signals, one submarine, the other through air. If the two sets are begun simultaneously, the air group will lag behind the submarine by 4.3 seconds at a distance of a nautical mile. This is, of course, due to the velocity of sound being greater in water than in air. When the mariner hears the first submarine signal he notes the interval until the air signal reaches him. By regulating the ship's movements it might be possible to infer direction as well as distance.

A Voyage in Space. THE Christmas lectures for juveniles which Prof. H. H. Turner gave at the Royal Institution have now been issued in book form. Such apparently abstruse subjects as spectrum analysis, selenium photometers, the spectro-heliograph, and the recent discoveries relating to stellar clusters and movements, are brought within the scope

of a vivid and elementary book. The voyage is per telescope—Jules Verne would have arranged a more personal tour—but the story is told unconventionally and with fascination.

PROF. M. E. BERTRAND, of the Ecole d'Arts et Métiers d'Angers, is gravely concerned with the position of French industry. He points out that, in spite of varied efforts for the technical training of French youth, only 5 per cent. of the young people employed in industry and commerce attend technical schools; whilst after eighteen years of age only 65,000 attend adult courses, as compared with 500,000 in Germany. Where France spends seven million francs, Germany spends thirty millions from Imperial sources alone. (Lord Haldane told the British Science Guild a few years ago that Germany could show no evening classes to compare with those of England, but laid no stress on the fact that Germany preferred day classes.) Prof. Bertrand emphasizes the great value of the German continuation schools, which ensure compulsorily the attendance, within the usual hours of employment until eighteen years of age, of all those who have left the ordinary schools. Will the new Departmental Committee kindly take note of Prof. Bertrand's article, which appeared in the *Revue Générale des Sciences* of March 15?

SCHOOL GOVERNMENT.

II. THE MACHINERY.

By CHARLOTTE M. WATERS.

IN the previous article I sketched an outline of the new aim I would see substituted for the ideals at present existing in our schools. The proposed ideal is the all-round development of the individual and his definite training in communal life. I attempted to show where, and how far, our different types of schools fell short of this ideal and where they actually opposed it. I feel quite certain that many of my readers will agree whole-heartedly with the general principle, but will be shocked to find that I consider drastic reforms, so great as to amount to a revolution, are necessary before we even set out to achieve it. They will probably quarrel violently with me when I say that the bulk of our present schools neither develop half the powers of their pupils nor give any real training in corporate life. We do not develop because we stifle action; we impose from without what should grow from within.

First of all, the teacher's attitude must be completely reversed. He must believe, not merely give lip service to, the fundamental axiom that the child naturally turns to good, and not to evil, and he must add the postulate: "Let it be granted that a child can do most things best for himself." Starting with these two faiths, his teaching will soon contain less peptonized information and more intellectual activity; his discipline less and less of "Thou shalt not," and more and more "Do the thing that seems to you right," less "Do as I say," and more "Let us do it together." Such a teacher will give no order for which he is not prepared to give a reason—if not at the moment, at a later time. He may claim instant obedience, but he must be prepared to discuss the matter fully afterwards. Never will he resort to that most vicious refuge of the bully and the sentimentalist: "Do it because I order (or ask) it." A frank, fair, open relation between master and pupil is the only real basis for training. Given that, there will be mutual trust, and the old vicious enmity between authority and the pupil will vanish into thin air.

But, it will be said, there must be *some* authority—someone in the final resort has to decide what is allowable and what is not. True, of course; but why need the authority be entirely outside the child and the children? If you want to train the boy to discipline himself, what sense is there in dictating to him what he shall do or shall not do? Let the school be the authority, not the master; let it decree its own laws and see they are carried out. The master's

business is to guide, not to dictate. I conceive the position of the Head of such a school to be something like that of Pericles, who could not impose one petty by-law on the Athenian *demos*, and yet ruled them completely, while he educated them, for thirty years. For the machinery we go to the great public schools, but we modify it in one all important detail. The heart of the school, its supreme legislative and administrative body, will be the prefects, but they will be elected by the pupils, not nominated by the masters. I have no hesitation in saying that there are far fewer mistakes made by election than by nomination. In a school where the prefects were elected during ten years, making altogether some sixty to seventy elections, there was not one absolute mistake, and not more than two or three inadvisable selections. In one or two cases, where the Head exercised her power to nominate a girl refused by the school, she was invariably wrong. The thought and consideration put into these elections were surprising; still more so how little personal popularity swayed them. I remember only one case where such popularity carried to the head of the poll a girl who did not possess more than average qualifications for the work. Prefects thus elected have far more hold on the school than any nominee of the Head could possibly possess. They are obeyed more readily, for has not the school chosen them to be its leaders? They are relied upon and looked to for a lead in all emergencies. Obviously they must have power, and, on the administrative side, very wide power. The entire discipline outside the classroom can be given into their hands. The supervision of cloakrooms, playground, hall, &c., can be entirely passed over to them. They should have power to report, when necessary, persistent offenders, but they should be encouraged to deal with cases themselves, either singly or collectively at a full prefects' meeting. As a matter of fact, if the corporate life of the school is well developed, persistent offenders are rare and reports infrequent. On the legislative side no rules or customs should be promulgated except after full consultation with the prefect body, and, indeed, such a body as I have described will generally suggest all that is necessary. At least two meetings should be held each term, in which the Head and the prefects discuss the details of school arrangements, and plans are made to meet contingencies. The principle, of course, will be "no rules that can possibly be dispensed with," and it is wonderful how many can be dispensed with if the girls' ingenuity is set to work with that object. Practically the only rules necessary are those produced by the eccentricities of the building. In boys' schools, I think, the rules are not often unduly numerous, but, as things are at present, they are too often a challenge to the sportsman to defy or evade them. If none were made for which no reason was given, and all had the consent of the elected representatives of the school, the delight in evading them would be lessened and the sport prove somewhat tame.

Girls' schools, which are too often nothing but rules (a ghastly heritage from the time of Miss Pinkerton), would benefit enormously by a body of prefects. "Silence rules" would soon be as dead as the backboard; we should get rid of the worst feature of our girls' schools—the utter lack of training in initiative. The natural keenness of the adolescent to do things with gusto (and—may I add?—with noise) is stifled in what is, I believe, called training in gentleness and quiet behaviour. I know of one school in which the whole four hundred girls traversed stairs and corridors on tiptoe! There is no training in all this. To be silent because you are made to be does not teach control of speech; to creep quietly along corridors because you will be punished if you don't usually results in letting off steam somewhere. It is a training in self-control "to make a noise quietly"; it is none to be absolutely silent. Besides, rules and regulations bring deceit in their train. I knew a school where the discipline (so called) was of the most rigid order, and not a girl left that school, not even the most honourable, who had not acquired the art of talking easily and continuously without moving her lips! The argument is sometimes brought forward that you must have rules because children don't know

what things can be tolerated; many actions are not allowable in a large community that are harmless at home. But that is just where the "no-rule" training is so valuable; the pupil has to think. She cannot plead "I have broken no law," for she has broken the all-comprehensive one "Don't make yourself a nuisance." She learns to apply the great test of communal morality, "If everybody did this, could the community carry on?" Is not this a better training for the future than following a set of rules imposed by someone else, hardly one of which continues into her later life? Instead of a training in mechanical obedience she learns to obey the dictates of her reason and her heart, and these lessons she can continue throughout her life.

Of course, under such a regime there are no punishments; appeal is made, not to the lower instincts of fear and pleasure, but to the higher level of reason and civic duty. And the response never fails in the long run. A girl here and there may give trouble for a time; she never fails to come into line in the end. It is well to extend the system of responsibility, as far as possible, through the school, and form prefects, even among the babies of eight and ten, are a valuable help in driving the idea home. Societies, too, should be managed, as far as possible, by the girls and boys, just as the games are at the public schools.

One characteristic will be very evident in such a school—viz the power of initiative in its pupils—'Αρχὴ ἀνδρα δεῖξει. I have known a school, where the system had for years been followed, that on a sudden was faced with a crisis in which no lead could possibly be given by any mistress. In a quarter of an hour the prefects had decided on a line of action, had called the school together, and given their instructions, which were followed by the whole two hundred without a moment's hesitation. The same body of prefects, asked by the Head to see that order was maintained while the staff was called away to the staffroom, distributed themselves among the classrooms, and order and silence ruled throughout the building. In cases of accident there was no confusion; the prefect nearest took charge as a matter of course, and issued directions. And such training did not only affect a few girls at the top of the school. In the first place, the prefect body was large—about a dozen for a school of two hundred; then the form prefects had by no means a sinecure, and, as a form proceeded up the school, at least six out of the twenty-five would have this experience at one time or another. There were also the games captains of each form and the officers of the various societies (by no means all drawn from the senior forms).

Of course, the machinery would be no good without the spirit, but where the one and only standard is "each for all and all for each," such organization produces, I believe, the maximum of individual training with the maximum of public spirit. It is, however, a fundamental reversal of all that now obtains. For mechanical obedience we should have reasoned order for the public good; for a community of masters and pupils, one of comrades and leaders. Instead of competitive rivalry we should cultivate co-operative work for the commonweal, and the desire to do right would replace, as a motive, the fear to do wrong. Revolutionary though the proposal be, will it not seem to some worth the trial?

THERE is to be a "Shakespeare Day" at the Teachers' Guild, 9 Brunswick Square, W.C., on May 6, from 3 p.m. to 6 p.m. Prof. Foster Watson, D.Lit., is to lecture on "Shakespeare and Education," and there will be a program of songs, glees, dramatic recitals, &c., and an exhibition of maps, plans, and other matters connected with the life and times of Shakespeare. Some of these are for sale. Tickets, price 1s., which includes tea, may be obtained from the Teachers' Guild Office. There is also a meeting for conferring on "National Thrift" on May 19 at 5 p.m., and an excursion to Furzedown Training College on May 27 for London Centre members. Particulars of these meetings may be obtained from the Teachers' Guild Office.

A GREAT COLLEGE TUTOR.

THE late Master of Balliol, Dr. James Leigh Strachan-Davidson, who died suddenly on March 28, will be remembered by all that knew him as one of the most beautiful and gracious of men. His greatness to most of us in Oxford, and particularly in Balliol, seemed to lie not in his scholarship, though he was a very distinguished scholar, nor in his statesmanship, though his opinion counted for much in the University, but in more elusive qualities of personality. To the outside world who saw him in Common Room on Sunday nights, or heard him speaking in Convocation, he seemed made to adorn a dignified position and to preside over distinguished functions. Balliol men thought of him more as a great college tutor who gave himself wholeheartedly to his pupils. In educational matters he was a strong conservative, and held in kindly contempt all the principles of educational reform to which this journal is devoted. For that very reason, perhaps, it is worth while to try to appreciate his greatness as a teacher, for in education, if anywhere, the man is more than theories.

He was a tutor of Balliol for more than thirty years—more than three times as long as he was Master—and, as is the custom at Balliol, he continued to be a tutor after he was elected Master. He believed intensely in the tutorial system, and was more than a little scornful of anything else. Mere professors he pitied as men who were put in a position where they could not teach but only lecture. Research he approved of when it was done by men who were also tutoring. The cry of "endowment of research," he would say, was better described as "research for endowment." In considering the qualifications of a tutor the man for him was everything and his training little or nothing. That a man should need to be trained to teach he thought absurd; that every teacher should be forced to go through a course of professional training was a pestilential proposal. If a man had taken a good degree in Greats, he was, in his eyes, fit to teach anything. The right kind of man could always get up his subject.

He gave his whole life and thoughts to the College, and with him the interests of the College always came first. To that rule he made one glorious exception. For, in these late evil times, he would have gladly sacrificed even the College to the country. But in ordinary times his motto was, "Let us go our own way, and they ["they" being other colleges or the University or anyone outside] may do their damndest." It is significant of him that the one modern movement which won his whole-hearted support was the Tutorial class movement. He did not like some of its theories, but it stood for good tutorial teaching and was practical, and, for all his distrust of Trade Unions and his dislike of new-fangled economics, he not only supported it generously but spoke for it in Congregation and taught working-class students himself in the Summer School.

He was a conservative because he distrusted what he did not know. He was the most generous and optimistic of men to individuals, but pessimistic of theories and events. But if he was wrong in what he distrusted, he was right in what he believed. On his own ground he was unsurpassable. He had never any thought of self. He was devoted to the College and to his pupils and to all Balliol men. "You have a wife and family," he wrote once to one of his colleagues, "but I have only the College." He would fight hard for the interests of the College, but he would have never dreamt of fighting for himself. If he had been a smaller man he might have shown some resentment when he was not made Master after Jowett's death. He worked only more loyally for the College under its new Master.

The greatness of his teaching was the outcome of his personal qualities. He was a very distinguished Roman lawyer, who had vanquished Mommsen on his own ground. He had a delight in constitutional law, and his pupils sometimes learnt from him as much about the constitution of the

United States as about that of Rome. But what mattered with him was not what he taught, but how he taught it. His first principle was that a man should learn to recognize the difficulties of a subject or, as he put it, learn to ask the right questions and see the problems. "A man who begins with loose thinking," he once told a pupil at "handshaking," "will end with loose living." He taught men, above all things, to be relevant. He was a scholar through and through in his love of accuracy and his precision and in his love of what was best in all literature. He knew the classical works of English literature as few men did. If you started him anywhere in Dickens or Thackeray or Shakespeare he could always go on. He was a master of felicitous quotation.

He thought it the function of the College to train men "to serve God in Church and State," though his emphasis was always rather on "State," and he cared as much about the future careers of his pupils as about their intellectual attainments. He was a man of the world in the best sense of that term, and no man was a wiser or more loyal confidant. One of his most characteristic and frequent bits of advice was "always promise less than you think you will be able to give."

Much more might be said of his teaching; of his *séances*, when his pupils came three at a time and read their essays while the Master drank countless cups of tea and rolled and smoked cigarettes; of his "Aunt Sallies," as he called them, when men were encouraged to come and fire off questions, and of the enormous care he took in going over men's papers with them. It is fitting to end with a mention of his mere goodness and loveliness. All educational institutions, and not least colleges, are small worlds in themselves, where it is not always easy to differ without quarrelling. More educational work is spoiled by personal friction than is often realized. The Master and his colleagues did not always agree, but no one ever was like him in the grace of his differing. He was a good fighter; he did not give in when he met with difference of opinion. But he never wavered in his graciousness and good humour with any of his colleagues, however mistaken he might at times think their opinions. Differences never clouded his personal relations, and that is a thing that can be said of few men.

EDUCATION REFORM CONFERENCE.

SIR HENRY MIERS presided at a well attended Conference on Education Reform, which was held on April 8, by invitation of the Teachers' Guild Council, in the Library at 9 Brunswick Square. The audience was composed of persons who had done work of value in the various branches of education, together with a few who held high positions in the world of commerce. The main object of the meeting was to appoint an Education Reform Council, charged with the duty of investigating and reporting. A program of comprehensive research was approved, and authority was given to act, either alone, or where possible in co-operation with educational associations, or bodies having similar aims.

The CHAIRMAN (Sir Henry Miers, Vice-Chancellor of the University, Manchester) explained that the Conference did not indicate a desire on the part of the Teachers' Guild to force any particular opinions upon the teachers or the public, or to usurp the functions of other bodies, or to interfere in any way with them; but the Guild had developed a genius for organizing conferences, and the present was an endeavour to get together as wide a body of experience and knowledge as possible, and make it useful to the country. Other organizations are stirred by the present crisis to discuss educational problems—the January meetings, the British Science Guild, the Committee on the Neglect of Science, the correspondence in the *Times Educational Supplement* had directed public attention to such matters as Continuation schools, compulsory

secondary education, organization of expert knowledge, improvement of science teaching, and reform of Civil Service examinations. He himself thought that some of our difficulties are due to a national failing—viz. the reluctance to place responsibility, so that there is often a doubt as to who is the responsible person. This extends to educational matters—for example, as between the parent, the teacher, and the pupil; and the school child or even the University student may finish his career without really discovering the meaning of intellectual responsibility. The Conference could help with careful reports, and a program of the subjects proposed for these reports was put forward for discussion in order that the Conference may give a general lead to the Committees to be appointed to deal with them.

Sir ALBERT ROLLIT, LL.D., Litt.D., Ex-President of the London and Associated Chambers of Commerce, and Chairman of the Commercial Education Committee of the former, was asked to move the first resolution. He referred, as a member of the University of London, to the value of the educational leadership of its late Principal, the Chairman, and said he followed his example in being an ardent educationist, as he was in early life in the North, when he was a contributor to *Cassell's Popular Educator*, and since during twenty years in the House of Commons, where he found party politics and sectarianism to be the evil spirits opposed to practical legislation for the elementary and higher education of the people. Conference and organization were the levers of educational reform, which, real and practical, should be based not merely on theory, but on concrete experience and example. The great success of the London Chamber of Commerce in removing alien clerks from their City offices was one example of this; in accordance with the resolutions of a Conference presided over by his late friend, Sir John Gorst, then Minister of Education. English students were equipped with thorough general education, with science, and with foreign languages, which were the instruments of international intercourse, thus making commerce one of the most exacting of learned professions and callings. Another example was that of the Royal Horticultural Society, which had so organized the horticultural industry as to make it the premier one in Europe, and had also taken the initiative in the foundation of a diploma in practical horticulture. This led to the institution of science degrees in horticulture at the University of London, and to the acquirement of that knowledge which was the basis of modern business. The fundamental idea underlying all was that education shall make the best and the most of the individual, and qualify him or her for that fulfilment of private and public duty which was the chivalry of to-day.

In seconding the resolution, Miss CLEGHORN congratulated the Teachers' Guild on having called together such a representative Conference. It was realized by all how necessary it would be to reorganize, reform, and even revolutionize education at the conclusion of the War. Continuing, she said: At present, as far as elementary education is concerned, we are on the down-grade. The leaving age has been reduced, and thousands of boys and girls of twelve, thirteen, and even eleven years, have left the schools and are working either on munitions, on the land, or in some way taking the places of the men who are called up. We can now only deplore, but we must be prepared to restore to the children their rights at the earliest possible moment. On the other hand, the smaller children are being turned out of our schools to meet the stoppage of school building operations, and are, many of them, now being left to the tender mercy of the streets or the already busy but kind-hearted neighbour. School staffs are depleted, and unqualified people are being introduced into the schools. In this connexion, London has forgotten her traditions and is behind the provinces. The problems of the future are many—co-operation and co-ordination of effort are necessary—the leaving age must be raised, the training of teachers must be improved, and not only equality but variety of opportunity must be the keynote of progress in all classes of schools.

Dr. GARNETT moved the second resolution relating to the

program of Committee work, and advocated co-operation between the organizations already working at various sides of the problem. He pleaded for less specialization in the treatment of the curricula, which led to too great separation of the subjects. In some cases the specialization of the staff had been carried so far as to be detrimental to the pupils.

Mrs. CADBURY, in seconding the resolution, referred to the proposed Sub-Committee to deal with the extension of juvenile education. She instanced the arrangements made by certain employers to continue the education of boys and girls between the ages of fourteen and eighteen on entering their factory. In a week of approximately forty-eight working hours they are required to attend four hours at school. The subjects taught are: Boys—English, arithmetic and mathematics, practical geometry, geography (scientific or commercial), history (modern or industrial); girls—English, arithmetic (partly domestic), physiology, laws of health, sick nursing, care of infants, and, in some classes, industrial history (especially as affecting women), which are spread over the four years. Physical culture—including swimming, drilling, games, &c.—is taken throughout the course. When the War broke out, and the staffs of other departments were depleted, boys and girls who had gone through this course of training were able to pass examinations, and consequently take posts for which otherwise they would have been unfitted. Mrs. Cadbury also referred to the Medical Service Sub-Committee, and spoke of the complete arrangements now existing in Birmingham and some other large cities to the great advantage of the health of the school children, and of the need of further development in all towns and country districts.

The Rev. Dr. LYTTELTON supported the resolution.

Other speakers included Dr. Garnett, Miss Robertson (Christ's Hospital), Mr. Reynolds (Manchester), Prof. Gregory (British Science Guild), Mr. A. C. Coffin (Bradford), Prof. Whitehead, Dr. Rouse, the Rev. Canon Masterman, Mr. G. P. Dymond (Plymouth), and Mr. J. S. Thornton.

The following officers of the Council were appointed:—President, Sir Henry Miers; Vice-President, Prof. Gilbert Murray; Chairman of Council, Dr. William Garnett; Hon. Treasurer, Miss H. Busk; Hon. Secretary, Mr. G. F. Daniell.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

If in England the inertia of Whitehall is a perpetual check to movement, abroad there is some activity to be observed. The United States is turning a critical eye on its secondary education. Of particular subjects history and modern languages are said to be ill taught. President Butler wrote in the *New York Times* last year: "Our secondary schools are particularly weak in general history and in English history and in practical instruction in French, Spanish, and German College admission examinations show that secondary school teaching in the modern European languages is painfully inefficient." A lack of ability to speak and write French and German is not compensated for, he says, by a superficial knowledge of French and German literature. An article in the *Educational Review* for March (li, 3, page 254) urges American teachers to adopt the direct method of instruction in modern languages. A recent publication of the General Education Board, New York, *Changes needed in American Secondary Education*, by Dr. Charles W. Eliot, is a plea for more sense-training in the schools, where the schemes are still too literary. American secondary education copied English models and were injuriously affected by Puritan influences. At present the young men admitted to American colleges can neither sing nor draw, and have no skill of eye, ear, or hand. Let us give Dr. Eliot's pregnant summary of proposed reforms: "The changes which ought to be made immediately in the programs of American secondary schools, in order to correct the glaring deficiencies of the present programs, are chiefly: the introduction of more hand, ear, and eye work—such as drawing, carpentry, turning, music, sewing, and cooking, and the giving of much more time to the sciences of observation—chemistry, physics, biology, and geography—not political, but geological and ethnographical geography. These sciences should be taught in the

most concrete manner possible—that is, in laboratories with ample experimenting done by the individual pupil with his own eyes and hands, and in the field through the pupil's own observation guided by expert leaders. In secondary schools situated in the country the elements of agriculture should have an important place in the program, and the pupils should all work in the school gardens and experimental plots, both individually and in co-operation with others. In city schools a manual training should be given which would prepare a boy for any one of many different trades, not by familiarizing him with the details of actual work in any trade, but by giving him an all-round bodily vigour, a nervous system capable of multiform co-ordinated efforts, a liking for doing his best in competition with mates, and a widely applicable skill of eye and hand. Again, to music should be given a substantial place in the time-table of every secondary school, in order that all the pupils may learn musical notation, and may get much practice in reading music and in singing. Drawing, both freehand and mechanical, should receive ample time in every secondary school; because it is an admirable mode of expression which supplements language and is often to be preferred to it, lies at the foundation of excellence in many arts and trades, affords simultaneously good training for both eye and hand, and gives much enjoyment throughout life to the possessor of even a moderate amount of skill."

To give effect to these proposals Dr. Eliot suggests that the time assigned to memory work and to mathematics should be somewhat reduced, that the school day should be lengthened, and the long summer vacation shortened. In some other matters he is quite modern. Every school plant, he contends, be it town or country, should be used not only by the regular pupils between eight and half-past four, but also by older youths and adults out of their working hours. *The efforts now being made to introduce continuation schools and to develop evening schools should become universal, and should speedily result in a large extension of the American public school system.* Observant of Germany, the United States is recognizing the value of *Fortbildung*, or continuation—the superiority of a people mainly trained to a people mainly untrained except by chance. Just as Rome was taught by vanquished Greece, there are matters in which Britain, after the War, may draw a lesson from Germany.

The recently opened Public High School of Commerce at Boston is an example of endeavour "to adjust public education to public needs," and represents "a new type of secondary school adjusted to the wants of modern commerce, viewed as a constructive science." Technological schools concerned themselves, for the most part, with the means of production; a study of problems of distribution, in other words, systematic education for commerce, was no less necessary. We in this journal have always maintained that with vocational training should be joined some measure of liberal education; Boston understands education for commerce to be an education that, whilst instructing those who follow it in the economics of distribution, imparts wide general culture. And the High School of Commerce is *general* in its aim—it seeks not to make a merchant, banker, or insurance agent, but to give a training and a body of knowledge useful in any form of commercial life.

At Washington, D.C., a Bureau of Commercial Economics has been doing the work of a Department of Public Instruction. It is an association of manufacturers, transport agents, &c., formed to disseminate geographical, commercial, and industrial knowledge by means of cinematography. Films are lent to Universities, colleges, technical and other schools, illustrating how things in common use are produced. Wherever they are exhibited admittance must be free.

FRANCE.

Modern-language teachers of the old type might or might not be learned in philology; they certainly were often unable to speak fluently the language that they affected to teach. To-day the Direct Method is more exacting, and the teacher in time of war is called on to perform the functions of an interpreter. The Minister of Public Instruction stated recently in the French Chamber that the number of teachers of English or German mobilized was 630, of whom 462 were previously employed in secondary schools and 168 in primary or in private schools. Of the total number, 151—133 from secondary and 18 from primary schools—were acting as interpreters, either in the zone of the armies or in the interior.

It was once a question in England whether the primary teacher might fitly become a primary inspector. New French regulations let him rise to be even an *inspecteur d'académie*. Hitherto the Minister, in appoint-

Practical Suggestions.

A new Institution at Boston.

Commercial Education by Pictures.

The Teacher as Interpreter.

Inspecteurs d'académie.

ing to the office, has chosen solely from the ranks of the secondary teachers. A new decree opens the *inspection académique* to heads of normal schools and to primary inspectors. But, as the *inspecteur d'académie* is in his district the head of secondary education, it is required that primaries who solicit the office shall possess the qualification that would enable them to teach in a *lycée* or *collège*—that is to say, the *licence*. No candidate will be delegated—an inspector must be *délégué* for two years before he is appointed a full *inspecteur d'académie*—unless he has gone through a probationary period of administrative work. If he belongs to higher or secondary education he must familiarize himself during that period with the business of primary education; if to primary, he must initiate himself in secondary education, and visit *lycées* and *collèges*. The Minister will nominate him a *délégué* only if the superiors who have seen him at work as probationer shall have awarded him a first certificate of aptitude; a full *inspecteur d'académie*, only if in his two years as *délégué* he has gained from them a second. Now, is not this French procedure all admirable? The demand for proper academic qualifications is there; but it is careful work and successful experience alone that exalt the teacher, primary or secondary, to the coveted *inspection académique*. We leave a possible comparison to our readers.

France is not so deeply absorbed in the War as to have forgotten her famous philosopher Malebranche, author of *De la recherche de la vérité* and a *Traité de morale*, who died in 1715, so that last year was the second centenary of his death-year. The quarterly *Education* (viii, 1) studies "The Ideas of Malebranche on Education." The apostle of Reason and enamoured of the rational sciences, he was the enemy of mere erudition. The true education, he maintained, is the education of the judgment—an education the more indispensable in that influences of all sorts acting on the child impair the power to judge; an education consequently severe and expecting little or nothing from the development of natural tendencies; an education which is not, however, an education by constraint, since its end is to prepare the mind to hear the voice of the "Maître intérieur"—the indwelling master, Reason.

Woman continues her advance in the field of education. On February 1 there was delivered at the Sorbonne, in the presence of a large audience, the opening lecture of a course on "Engraving in France in the Seventeenth Century," the lecturer being Mlle Duportal, the first lady to gain in France the *doctorat ès lettres*. About the same date the old Collège de France opened its doors for the first time to a woman—Mme Ioteyko, a Polish lady who, having studied at Paris, was teaching at Brussels when she was driven away by the Germans. As her subject she took "Fatigue in the biological aspect," and treated it with singular lucidity and precision.

RUSSIA.

Germany has long been disparaging Russia as barbaric, just as, with sinister intention, she has proclaimed England decadent. Certainly as to primary education, even the friends of Russia will admit the need for progress. In the country the petty aristocrats or landowners are often hostile to schools, and the teacher is, as a rule, a poor, depressed person. It is alleged that the "School Inspection" has hitherto treated the teachers as if they were serfs, even their private lives and opinions being subject to control. A Russian journal tells an illustrative story. In the Government of Viatka the superior of a certain teacher was displeased with him for wearing his hair too long—long hair in Russia, except among the priests, being regarded as indicative of advanced, if not revolutionary, views. When the teacher came to draw his salary, the official said: "First cut your hair; after that you shall have your money." Our Roundheads, the revolutionaries of their day, were close-cropped; it was the conservative Cavalier that wore flowing locks. Probably there is exaggeration in many of the stories that describe the oppression to which Russian teachers have been subject. To-day a new age opens, a new light is dawning. Most of the teachers are now serving either as soldiers or as nurses; they will bring back with them into the schools that spirit of exaltation which is already beginning to transform and reform Russia.

POLAND.

Noch ist Polen nicht verloren! There are nations who are "sitting on a fence." Poland resembles a tree between two hostile woodmen, and demands that it should be spared by both. Says a writer: "We shall always consider it a violation of our rights should foreign forms of government be thrust upon us, or should the living

body of Poland be again divided." The exact attitude of the Central Powers and of Russia towards this claim for independence, made by a country with a great past, and a population of more than twenty millions, is not clear. For the present the German hand bears strongly on Warsaw. The magnificent Orthodox church, erected by the Russians on the Place de Saxe in the heart of the city, has been converted into a Catholic church for Germans. In the field of education a new educational organization has taken the place of the old Commission of Instruction. A fear that this change was the beginning of an attempt to Germanize Polish education caused a certain amount of unrest among the students of the University of Warsaw, to allay which M. Brudzinski, the Rector of the University, issued an urgent appeal. He begged those who, ten years ago, fought with so much energy against the Russian University, not to forge weapons for the enemies of the Polish. Poland, mark you, asks neither for German nor for Russian culture, but for Polish. It is deplorable that many old castles and country houses belonging to noble families, with art treasures collected through many centuries, have been destroyed in the War: notably the castle of Count Mycielski in Boronice (Galicia) and that of Count Charles Lanckoronski in Rondole, where the great library, containing 20,000 volumes and a collection of 70,000 models, has been reduced to ashes. The reawakening of the nation may be a compensation for material losses.

CAPE OF GOOD HOPE.

The new requirements as to the use of Dutch by teachers involve the provision of instruction in the language. Thus the *Education Gazette* announces that during the forthcoming winter holidays a Vacation Course of Training in Dutch will be held at Port Elizabeth. Some knowledge of Dutch is assumed, and the aim will be to give teachers increased facility in the use of the language as a medium of instruction. The Education Authority will refund to the participators at the end of the course reasonable travelling expenses.

INDIA.

Indian Education (XIV, 8), surprises us. It tells us that the authors whom the Indians, not preparing for examination, love best are Reynolds and Mrs. Henry Wood. We quote without comment the judgment of the editor of the Indian journal upon Mrs. Henry Wood: "Mrs. Wood is one of the great novelists of the world, whether we regard her power of constructing a story, working up a climax, putting together dialogue, or depicting faithfully the characters and manners of the age in which she lived. Why is it that the literary critics ignore her? Simply because she is unaffectedly and sincerely religious. Had she been, like George Eliot, a solemn querist, the same critics would, on the same merits, have assigned her a very different place in the Temple of Fame. It is pleasant to think that, although the Universities of India cannot countenance her, she has readers and admirers in this country. We hope they may multiply." It is at least good that the Indians read what they like, not what someone thinks they ought to like.

BOOKS OF THE MONTH.

Agriculture.

Manuring for Higher Crop Production. By E. J. Russell, D.Sc. *Cambridge University Press*, 3s. net.

Annals.

The Schoolmasters Yearbook, 1916. *Yearbook Press*, 12s. 6d. net.

The Public Schools Yearbook, 1916. Edited by H. F. W. Deane, M.A., and W. A. Bulkeley Evans, M.A. *Yearbook Press*, 5s. net.

Art.

Simple Art applied to Handwork. By H. A. Rankin and F. H. Brown. Volume II. *Pitman*, 4s. net.

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The Moon. By James Nasmyth and James Carpenter. *Murray* 2s. 6d. net.

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(Continued on page 262.)

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JOTTINGS.

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It seems but a few months ago that we reported the resignation of Dr. Keeling, the venerable Head Master of Bradford Grammar School, and his sudden death at Southport on April 30 has followed all too soon. At the time we attempted to point out the singular

qualities that made Dr. Keeling an educational leader in the city of his adoption. He was an honoured contributor to the *Journal*, and no head master of our day has ruled so long and so wisely.

A RESEARCH Committee of the Society of Education has undertaken an inquiry the object of which is, by means of a *questionnaire*, to collect from adults information as to the ways in which they, as children, became aware of the facts of sex, birth, and parenthood. It is felt that a mass of such information, together with an expression of personal opinion upon the recognizable effect of such means of securing information, should provide considerable illumination of the problem of sex-education. Application for the *questionnaire* should be made to the Secretary of the Research Committee, Society of Education, 9 Brunswick Square, W.C.

It was a café in Cairo long before the War, and there arose a discussion as to the nationality of a certain European. "Mais il est Prussien," maintained the Frenchman, "et tellement Prussien que toutes les pendules s'arrêtent à son approche glacées de terreur."

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How touching is this faith in humanity, and in the feminine part of it! It ought to go some way to consoling Suffragettes, and even Suffragists, for the lack of the vote. All-round ability, devotion to duty, irrepressible enthusiasm for work, contempt for filthy lucre. We trust that the principal of the small, and probably very select, home school gives the governess matron "free" board and lodging during the holidays. We have known cases where all the salary had to be expended by a teacher awaiting the next earning shift.

CHILDREN of the Poor Law Home, Neasden Lane, Willesden.
(Continued on page 266.)

MAY 1916

MAY 1916 is a memorable month, for it is just three hundred years since Shakespeare died. Many plans are being made to celebrate this anniversary in a fitting manner, and schools will be paying special attention to the study of the poet's masterpieces. GINN & COMPANY have pleasure in announcing the publication of a new school edition of the plays. These are appearing under the title of

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This "DIRECTORY," which extends over sixteen columns of the paper, has been corrected to date by responsible officials. It includes (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

The *Journal of Education* for March contains as a Supplement *The Directory of Educational Associations*, which is now an annual publication. It is **one of the most useful returns published by any British educational journal.**

—*The London Teacher.*

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wanted to do something for the soldiers at the nearest military hospital. The only thing they had to give was their Sunday allowance of cake; they carried it to the hospital. Perhaps those who enjoy an annual income of £100,000, and who are called on to pay income-tax to the tune of £41,529, will fix their attention on the remaining £58,471 and on the action of the Poor Law children. If we were a Guardian at Willesden, we could almost find it in our heart to move a resolution at the next Board meeting that a weekly penny be given to well behaved children.

THE War seems to have stimulated the *Music Student* to fresh activities rather than to have diminished them. The monographs on prominent musicians is a new and attractive feature for this year. In many and varied ways this journal is doing excellent work for music teachers, and it is always readable and interesting.

MESSRS. JARROLD & SON announce that they have sent nearly £1,000 to Mr. C. A. Pearson's Fund for the Hostel for Blinded Soldiers and Sailors at St. Dunstan's, Regent's Park, as the first proceeds of the sale of the *Blinded Soldiers and Sailors Gift Book*. The book is still on sale, and the need for funds for the good work is still urgent. We again commend the cause to our readers.

THE Civic and Moral Education League has made arrangements for a Summer School of Civics at Aberystwyth from August 5 to 19. The address of the Secretary is 6 York Buildings, Adelphi, W.C.

THE Uplands Association, which was founded last year, proposes to hold a Summer Meeting of a somewhat novel kind. Parents are to be invited to join with teachers in devoting part of their summer holiday to the study of education at Bangor. There are to be lectures for the adults and classes for the children, in which, we presume, the principles advocated in the lectures will be illustrated. The Normal school will be the head-quarters of the meeting, and names should be sent to the Secretaries at 25 Andover Road, Southsea, Hants.

THE Annual Service for Teachers will be held at St. Paul's at 6 p.m. on Thursday, June 1, Ascension Day. The preacher will be

Canon Nairne, D.D. The present conditions make it somewhat difficult to obtain sufficient men's voices for the volunteer choir, and the organist, Mr. Alan May, 31 Bonham Road, Brixton Hill, S.W., will be very glad to receive further offers from both tenors and basses on or before May 10. A few more sopranos and altos can also be admitted.

THE fourteenth Vacation term for Biblical Study will be held at Oxford from July 29 to August 12, the length of the course being reduced on account of the War. The Secretary is Miss E. Lawder, 25 Halifax Road, Cambridge.

A MUSICAL scholarship has been founded at Girton College by Miss Turle in memory of her father, the late James Turle, Organist at Westminster Abbey. The first award will be made next year.

ROLL OF HONOUR.—Captain A. N. C. Kittermaster, Worcestershire Regiment, Assistant Master and Commanding Officer of Training Corps at Dulwich College; Second Lieutenant B. J. Polack, Worcestershire Regiment, Assistant Master at Battersea Grammar School and son of the Rev. J. Polack, House Master at Clifton College; Second Lieutenant H. T. Almond, Gordon Highlanders, second son of the late H. H. Almond, of Loretto; Private F. W. Owen, Royal Fusiliers, attached Royal Engineers, son of the Rev. E. C. E. Owen, Assistant Master at Harrow School; Lieutenant K. R. Lewin, 7th Duke of Cornwall's Light Infantry, a distinguished biologist, at one time Lecturer at the Naples Biological Station; Second Lieutenant J. S. Morgan-Owen, South Wales Borderers, Senior Master at St. George's College, Quilmes, Buenos Ayres.

THE Summer Course of the Oxford School of Geography will be held at Oxford from August 3 to August 18.

SHAKESPEARE DAY is to be observed in the schools on May 3.

ONE member of the House of Commons was bold enough, during the debates of the Budget, to suggest to the Chancellor of the Exchequer a grant of £10,000,000 to improve English methods of education. He was Sir George Reid, a Canadian.

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By PROF. DARROCH.

ONE of the clearest and most explicit expositions of the doctrine of utility as applied to education was given by Froude, the historian, in his Rectorial Address to the students of the University of St. Andrews in the year 1869. The address is in striking contrast to that of his predecessor, John Stuart Mill, in the Rectorial Chair. Mill, although a utilitarian by profession, in his discussion of the aims and scope of a University education, goes far beyond the narrow limits of his particular school, and, in his concluding remarks, exhorts his hearers to keep constantly in mind the ultimate end from which University studies take their chief value—"that of making them more effective combatants in the great fight which never ceases to rage between good and evil," and more fit to cope "with the ever new problems which the changing course of human nature and human society present to be resolved."*

Interests of this nature, he declares, once established, tend to keep our higher faculties in exercise and may be considered as a store of mental capital, "to be freely expended in helping forward any mode which presents itself of making mankind in any respect wiser or better, or placing any portion of human affairs on a more sensible and rational footing than its existing one."†

But let us return to Froude. He begins by laying down the principle that, "to educate successfully, we should first ascertain clearly what we mean by an educated man."

* Rectorial Addresses, University of St. Andrews, 1863-1893.

† Ibid., page 77.

For, "in everything that we do, or mean to do, the first condition of success is that we understand clearly the result which we desire to produce."* What is true of the arts and crafts of life must also be true in education. Indefiniteness of aim must necessarily produce a like effect in the results of education. Now, our ancestors, whatever their other shortcomings, knew perfectly well what they meant by education, and they suited their means to their ends. "They set out with the principle that every child born into the world should be taught his duty to God and man." And since the majority of people had to live, as they always must, by bodily labour, therefore, every boy was apprenticed to some honest industry. "He was instructed in some positive calling, by which he could earn his bread and become a profitable member of the commonwealth."† In addition to this, but not independently, he was taught in the parish school to read, to write, and to cipher; or, if he showed any aptitude, he was made a scholar and trained for the ministry. Neither John Knox, nor any one else in these days, thought of what we call "enlarging the mind." In England, under somewhat different conditions, the aim was similar. In both countries, by industrial training, boys were put in the way of leading useful lives.

Further, in the education of the scholar, we find "the same principle otherwise applied." "Those whose studies added nothing to the material wealth of the world were taught to be content to be poor."‡ The laws of mendicancy were suspended in all countries in favour of scholars wandering in pursuit of knowledge. "The scholar was held in high honour, but his contributions were not appreciated in money, and were not rewarded with money. He went without what he could not produce that he might keep his independence and his self-respect unharmed."§ This was the old education, which formed the character of the English and Scottish nations. It is dying away at both extremities. The apprenticeship, as a system of instruction, is gone. The discipline of poverty, in England at least, is gone also, and we have got instead enlarged minds. We ask nowadays what ought to be the aim of education, and our "modern march of intellect man" answers: "The development and cultivation of the mind," and when we ask further wherein this cultivation consists, we are told that the cultivated man is he who knows something of the world in which he lives. "Education, according to this, means instruction in everything which human beings have done, thought, or discovered: all history, all languages, all sciences."||

But such an encyclopædic course can result only in cramming knowledge, in many cases valuable for no purpose beyond that of passing examinations—the securing of so much general knowledge—which means, as a rule, general ignorance. A similar criticism may also be passed against our elementary-school courses. "It is doubtful," Froude writes, "whether the honesty of the country has been improved by the substitution so generally of mental education for industrial, and the three R's, if no industrial training has gone along with them, are apt to produce a fourth 'R' of Rascaldom."¶

According to Froude, what is wrong with our present system of education is that we tend to over-emphasize mental cultivation—the production of a superficial alertness and quickness of mind due to the imparting of much knowledge, largely unassimilated and unapplied—and to underestimate the education and the training which have for their object the securing of the economic and industrial efficiency of the individual in after-life. Incidentally, in the course of his discussion of the aims of American education, he puts his finger on another defect of our system. Education, and especially the higher University education of our

time, is too frequently entered upon as a means of securing material advancement in life rather than with the aim of securing the instruction and training which may fit the individual to perform adequately and well the duties of his station in life. Moreover, he points out that this general education, which aims at nothing in particular, is often disastrous, since, if fortune changes, we often find the individuals so educated utterly unfitted to earn their own living.

Froude next goes on to consider the principles which ought at the present to guide education, and, in the first place, he considers the education of the people. He lays down, without qualification, the principle of our forefathers "that every boy born into the world should be put in the way of maintaining himself in honest independence." "No education which does not make this its first aim is worth anything at all." For "practical ability—the being able to do something, and not merely to answer questions—must still be the backbone of the education of every boy who has to earn his bread by manual labour."* The old apprenticeship system excellently fulfilled this condition. But this system has passed away, partly because it was abused for purposes of tyranny; partly because employers did not care to be burdened with boys whose labour was unprofitable; partly because it opened no road for exceptionally clever lads to rise to higher positions. But Froude, whilst he upholds the old apprenticeship system and whilst he condemns the mental cultivation idea of his time, gives us no guidance as to what should be substituted in its place.

The second principle which Froude lays down is that any further extension of knowledge should be connected with the particular work in which a boy is engaged, and that in every case "information should go along with practice," and "the man's work become more profitable while he himself becomes wiser." For, "every productive occupation which adds anything to the capital of mankind, if followed assiduously with a desire to understand everything connected with it, is an ascending stair, whose summit is nowhere, and from the successive steps of which the horizon of knowledge perpetually enlarges."† A similar principle has been laid down more recently by Kerchensteiner‡ in Germany, and by Dewey§ in America. The science, e.g., which a boy learns should be the science connected with his particular trade or occupation. For it is this which is of most use, and it is this knowledge which will most likely arouse his practical interest. But, whilst this principle is sound, it is one extremely difficult to carry into practice. For, in the first place, there are many occupations which are of a mechanical and routine character, and, having no basis of scientific knowledge behind them, as a consequence, furnish no incentive to further acquisition of knowledge. Stevedores, carters, and manual labourers of all kinds may be placed under this category. In the second place, on account of the great division of labour, many employments tend to become of a routine character, and the workers, in the majority of cases, have neither the intelligence nor the time to make themselves acquainted with the whole process, much less with the scientific foundations underlying the process. Further, even were it possible, by means of trade schools, to give instruction and training in the principles which underlie any productive art, it would appeal only to the intelligent few, and would benefit the others little.

Now, with the modern industrialization of society and its specialization of labour, more and more employments tend to become of this mechanical and routine character, and, as a consequence, the knowledge necessary for industrial efficiency is soon attained, and, as a further conse-

* *Rectorial Addresses*, page 87.

† *Ibid.*, page 88.

‡ *Ibid.*, page 88.

§ *Ibid.*, page 90.

|| *Ibid.*, page 91.

¶ *Ibid.*, page 94.

* *Rectorial Addresses*, page 91.

† *Ibid.*, page 96.

‡ Cf. Kerchensteiner's *The Schools and the Nation*.

§ Cf. Dewey's *Schools of To-morrow*.

quence, all direct interest in its acquisition ceases. If, then, we are to continue to educate such persons, we must develop other interests, and interests outside of their particular trade or employment. The great extension of what may be called passive amusements in our own day is due to two causes—(1) many individuals have no growing interest in their daily work simply because it furnishes no opportunities for such development; and (2) no other interests having been established, their leisure time is spent in diversions. But Froude sees clearly that our interests arise out of our needs, and that the fundamental need of the very great majority of people is to earn their living, and that any education which tends to increase a man's power in this direction is the education which will make the strongest appeal to his nature.

Froude's criticisms are, therefore, aimed mainly at the conception that the object of education is supplying such or such miscellaneous information. "Detached facts," he writes, "on miscellaneous subjects, as they are taught in a modern school, are like separate letters of endless alphabets. You may load the mechanical memory with them till it becomes a marvel of retentiveness. Your young prodigy may amaze examiners and delight inspectors. His achievements may be emblazoned in Blue Books and form matter for flattering reports on the excellence of our educational system, and all the while you have been feeding him with chips of granite.* "Teach your boys subjects which they can only remember mechanically, and you teach them nothing which it is worth their while to know. Teach them facts and principles which they can apply and use in the work of their lives,"† and you educate them wisely.

Froude, moreover, applies the same principle of utility to the higher education of the Universities. "The student should learn at the University what will enable him to earn his living as soon after he leaves it as possible."‡ In the choice of subjects for any particular profession, utility should be the sole guide. "History, poetry, logic, moral philosophy, classical literature, are excellent as ornament. If you care for such things, they may be the amusement of your leisure hereafter, but they will not help you to stand on your feet and walk alone, and no one is properly a man till he can do that." "You cannot learn everything; the objects of knowledge have multiplied beyond the powers of the strongest mind to keep pace with them all. You must choose amongst them, and the only reasonable choice in such matters is utility."§ For, what is to be deplored in our present higher education is "the devotion of so much effort and so many precious years to subjects which have no practical bearing upon life." Classical studies, taking "no hold upon the living hearts and imagination of men in this modern age, make them incapable of really understanding the world in which they live."||

But, it may be asked, "whether this earning our living, this getting on in the world, are not low objects for human beings to set before themselves. Is not spirit more than matter? Is there no such thing as pure intellectual culture?"¶ The answer is: Yes, there are spiritual callings, but they are for the few. Further, let those who say we will devote ourselves to the pursuit of truth, of wisdom, of science, or of art for their own sakes, first make sure of their calling in their particular pursuit; and secondly, let them not "expect to be rewarded with the wages of the other professions."*** Moreover, in the past, great men—e.g., Spinoza, have carried on their intellectual work, and at the same time have maintained themselves by honest labour. And it would be a good thing if all men had some calling which produced them a subsistence independently of their literary or scientific work.

We may at once agree that the first requisite of all sound education is that everyone should be "put in

the way of maintaining himself in honest independence," and that to secure the technical efficiency of the future workmen of the State is a first necessity of any system of national education. But the technical efficiency of the worker is a means, and not an end, in itself, and whether it be a good or a bad thing depends upon the nature of the end to which technical efficiency is a means. Now we may view this from three distinct points of view. We may consider the higher technical efficiency of the worker mainly as a means by which the power and industrial supremacy of the nation may be maintained against other States imbued with similar ideals, or we may look upon the greater efficiency of the worker as a means by which he may be enabled to reach and to maintain a higher standard of life and comfort; or, lastly, we may consider such technical efficiency as an end in itself, or, at best, simply as a means to higher wages, which the individual may spend wisely or unwisely, according to his particular bent.

Now, the first view pervades the ideal of education almost universally held in Germany, as it also underlies the educational utterances of many people in this country, from Lord Haldane downwards, and, as a consequence, industrialism becomes the twin sister and ally of militarism, for both tend to hypostatize the State and to consider the individual's industrial as well as his military efficiency as a means to the supremacy and power of the particular State. And it is needless to point out that, so long as such an ideal prevails amongst the great European nations, a permanent and enduring peace is impossible. Moreover, although for a time under such a system the individual may benefit and may attain to a higher standard of comfort, yet for the mass of the people, even in the times of so-called peace, there can be no guarantee of permanence, since this result is incidental, and not the main object aimed at.

The other and extreme view is the practice rather than the theory of Great Britain, and as a consequence, even in this time of national danger, we have sectional labour strikes and the demand for higher wages and War bonuses on the part of many workers. Each individual or class seems an implicit believer in the "simple doctrine of natural liberty"—viz., that, by seeking one's own self-interest first and foremost, we thereby promote the common interest of all. If our educational system is to be amended or remodelled, with the object in view of improving our institutions so as to secure the better scientific and technical efficiency of the workers of the nation, and *that alone*, then our future state will be even worse than the present. And Lord Haldane, who is the chief apostle of greater technical efficiency, is too good a philosopher not to be fully aware that the bane of English political thought, from Bentham to Herbert Spencer, has lain in its extreme individualism, just as the error of German political philosophy, from Fichte and Hegel to the present day, is to be found in the exaltation of the claims of the State over against those of the individual. Here, as elsewhere, we must go back to Kant,* and maintain first, and above all, that man's life is an end in itself, and that States and educational systems have their *raison d'être* as means to the enhancing and perfecting of the individual human life.

Moreover, technical efficiency in this day of extreme specialization is an evil in itself, unless otherwise counteracted. "When the greater part of a man's life," James Mill writes, "is employed in the performance of a few simple operations, all exercise of ingenuity, all adaptation of means to ends, is wholly excluded and the faculty lost, as far as disuse can destroy the faculties of the mind. The minds, therefore, of the great body of the people are in danger of really degenerating, while the other elements of civilization are advancing, unless care is taken, by means of the other instruments of education, to counteract those

* Rectorial Addresses, page 97.

† Ibid., page 98.

‡ Ibid., page 98.

§ Ibid., page 99.

|| Ibid., page 101.

¶ Ibid., page 103.

*** Ibid., page 104.

* Even back to Plato and Aristotle. Cf. Burnet's *Aristotle on Education*.

effects which the simplification of manual processes have a tendency to produce."* The warning thus given in the early years of the nineteenth century needs to be reiterated with greater emphasis in the twentieth.

So we conclude that the only sane position is that technical efficiency is a means to the betterment and perfection of man's life, and, if this be so, then what we need—and, in fact, what all Europe needs—is a system of liberal education. A liberal education, which will further genuine human interests and so free man from all narrow class and national prejudices, and make us each and all realize that we are heirs of a common civilization, and that the only war in which the nations of Europe may legitimately engage is the never-ceasing fight between good and evil. For, if it is to be otherwise, if national and educational ideals are to remain unchanged or to develop as at present conceived, then the future of Europe may well make us all afraid.

If the contest for industrial supremacy must be backed up by military force, and if this is to be determined by the nation which, by means of its technical efficiency, produces the most deadly fighting machines, then we may well ask: What is the worth and value of our so-called European civilization? If, further, we remember that educational ideals are relative to the civilization from which they, on the one hand, spring, and, on the other, which they tend to further and develop, we shall come to the conclusion that, until the nations of Europe realize that industrial power and material wealth have value only as means to the fuller life of the individual, then our educational ideals must remain unchanged. Nevertheless, it is the duty of all who disbelieve in the panacea of greater technical efficiency, to din into the ears of our legislators and rulers "that life does not exist for business, but business for life."

As regards Froude's contention that utility should be the sole guide in University studies, we may quote the objections urged by John Stuart Mill against such a narrow specialization. "Experience," he writes, "proves that there is no one study or pursuit which, practised to the exclusion of all others, does not narrow and pervert the mind, breeding in it a class of prejudices special to that pursuit, besides a general prejudice, common to all narrow specialities, against large views, from an incapacity to take in and appreciate the grounds of them. We should have to expect that human nature would be more and more dwarfed and unfitted for great things by its very proficiency in small things."†

Lastly, Froude's criticisms of the conception that education consists largely in the imparting of miscellaneous information need to be repeated and reinforced at the present day. It pervades a large part of our elementary education. The limits of this article prevent a full discussion of this topic, but the prevalence of this error is due largely to the fact that our elementary-school teachers are all turned out with what we may call the "training-college mind." All real acquisition of knowledge is motivated by the desire to attain some practical end, or by the endeavour to solve some theoretical problem; but, from the very beginning, the teacher-student is imbued with the idea that the only object in the acquisition of knowledge is to be able to impart it hereafter to others. Further, the curriculum of the training college is so overcrowded that the student gets but a smattering of many subjects, and, as a consequence, never develops any real interest in any one. If we further remember that the training-college ideal of successful teaching is based on object-lesson instruction, then we may realize the definite type of mind generally produced, and come to the conclusion that any real reform must first begin with the reform of the training-college system.

SHAKESPEARE AND THE DRAMA.

ANYONE who has read Prof. Bradley's essay on *Shakespeare the Man*, based as it is almost entirely on the evidence of Shakespeare's works, must feel that he has derived from it a far clearer and more certain idea of the poet's personality than can be gained by a piecing together of the fragmentary, and almost always doubtful, biographical data of which most of the "Lives" are composed. In the same way Ford Madox Brown's imaginary reconstruction of his features is almost more convincing even than the most authentic of the portraits and busts on which it is supposed to be based. He also has probably put into it something of what he has grasped by intuition of the Shakespeare of the plays and sonnets, which are our only means of access to the living author. Perhaps one reason why Prof. Bradley's picture convinces us is that it is so thoroughly English, and we feel that Shakespeare was characteristically English. It is not because he wrote the apostrophe to "this sceptred isle" in *Richard II.* or a series of "tragical-comical-historical" plays of a patriotic colour, that we look upon him as characteristically English, but because he is the opposite of doctrinaire, presents thoughts in concrete form, loves Nature without sentimentality, has outdoor tastes, is content to embody his genius often in slipshod forms, uses dramatic media which are a compromise between tragedy and comedy, is reserved about his religious opinions, and, when he expresses them, shows us a conservative, common-sense view tinged with scepticism; lastly, because he has no sympathy with popular causes (no Englishman ever was a real democrat—he is too unsusceptible to abstract ideas)—in all these ways, and many more, Shakespeare is the Englishman of all ages. How it is that he appeals so strongly to the German mind it is difficult to understand. One who is not German scholar enough to have read their translations cannot help suspecting strongly that they have tidied him up and made something quite trim and respectable of the rambling and plebeian prose of *Twelfth Night* and *Henry IV.* The only other possible explanations are that they do sometimes like to see something which is the exact opposite of themselves in form and idea, or that the difficulty of Shakespeare attracts them. I often think, when galloping through *Hamlet* or *Othello* with a Shakespeare reading circle, of the hours we spent conscientiously unravelling obscure choruses of Aeschylus, and think of foreigners doing the same with a passage like this:

Sir, his definement suffers no perdition in you, though, I know, to divide him inventorially would dizzy the arithmetic of memory, † and yet but yaw neither, in respect of his quick sail. But, in the verity of extolment, I take him to be a soul of great article; and his infusion of such dearth and rareness, as, to make true diction of him, his semblable is his mirror, and, who else would trace him, his umbrage, nothing more.

There it is, even with the dagger, which used to serve as a sort of danger-signal that something unintelligible was coming, in our Greek choruses. And the strange thing is that Shakespeare is read so much more often than acted, though on the stage these obscurities can so often be made more or less articulate by the action and intonation of the player. What proportion even of the really well educated have ever seen *King Lear* played? Yet those who have seen it tell us that we have no conception of the play if we have only read it, and that one may easily believe. Even more than Euripides, possibly even more than Bernard Shaw, Shakespeare's plays were written to be acted, not read.

Dramatic enthusiasts will probably tell us that the reason why we neglect the acting of Shakespeare is because there is no demand for real drama in this country. The spirit which created the Elizabethan drama, they say, is lacking in us, and we shall neither find a taste for Shakespeare nor for new drama of good quality until a similar spirit revives in us. It is true that the taste for good drama is rare. Nothing impresses it more on one than reading the essays of public-

* Article on Education, page 30. Reprinted from Encyclopædia Britannica (Fifth Edition).

† *Rectorial Addresses*, page 28.

school boys on any subject connected with the stage. They all make it plain that there is no taste for serious drama in their circles, only for the light and amusing—*The Man who Stayed at Home* for the best, and the musical comedy (so called because it contains neither music nor comedy) for the worst. But is it certain that there was much refined taste in Shakespeare's time? If so, why did he have to throw out continual sops to his audience in the way of noise and coarseness and cheap puns, and why did he write *Henry V*? It is no good pretending that *Henry V* is a good play. It is patriotic, of course, and therefore it is considered particularly suitable for schools. (The good people who form committees to promote patriotism in our schools are so curiously unaware that they are organizing missions to the converted. What wants doing is to improve the quality, not the quantity, of patriotism in schools.) *Henry V* is really much nearer in quality to *Henry of Navarre* than to *Hamlet*. Of course, there is good rhetoric in it, but it is still rhetoric, and any Elizabethan dramatist with any pretensions could write good rhetoric. Witness the non-Shakespearean portions of *Henry VIII*, or Marlowe or Fletcher *passim*. As to *Henry V* being the character of the ideal king, have any of those who assert it ever really analysed the character? The bourgeois patrons on the stage in *The Knight of the Burning Pestle* tell the same tale. People came to the Globe Theatre for relaxation, excitement, amusement, no less than they do to the theatres across the bridges of to-day. Is it not possible that even the much-idealized Periclean audience did not wholly come in the spirit of religious reverence attributed to them? If not, we have some explanation of the odd fact that some of Sophocles' best plays did not gain the first prize. They were possibly thought a little dull, even if necessary, like a Palestrina anthem for the afternoon congregation at St. Paul's. It would account, too, for the puzzle of the *Alcestis* and the *Bacchae*. Euripides gave his audience ideas, while they thought that he was giving them melodrama. In the same way, no doubt, the greater part of Shakespeare's audience tolerated the great soliloquies in *Hamlet* because they were in hopes of seeing the ghost again or knew that it must end with some killing. But it is important to observe that that is not the sort of taste which gives rise to musical comedy. The real hope for the modern drama lies in the instinct of the popular audience for melodrama. It is only an effete upper class which is amused by insipidity. The populace likes full-blooded heroes and villains; and no one who has never seen a popular melodrama acted knows the enthusiasm and the depth of moral execration which the heroine or villain can evoke. Possibly even the hairbreadth escapes of the cinema films and the "human bridge" across the ravine, which we see depicted on hoardings, are more hopeful than the utter vacuity of the musical comedy. Melodrama is the exaggeration of simple emotions, and because it is simple and emotional it has more likelihood of developing into real drama than any self-conscious attempt to appeal exclusively to the intellectual. No doubt the reason why Shakespeare spoiled the scene between Hubert and Arthur, and made it not only grotesque but rather morbid, was because he was influenced by the melodramatic propensities of his audience. It is a scene which has always been popular with the country theatre-goers who come up with a cheap ticket to Shakespearean *matinées*. But the false sentimentality of it is a small price to pay for the real grief of Constance. Probably the supreme art of her frantic speeches has been undervalued because people think that Shakespeare is most admirable when most difficult. *Hamlet* and *King Lear* flatter the literary aspirant because they present problems of interpretation; just as the pieces of Browning which are most popular with Extension classes are those which no one can understand. But Constance's speeches are so simple that they need no skill at all, either of actor or reader, to interpret them. They simply need speaking.

And, Father Cardinal, I have heard you say
That we shall see and know our friends in Heaven:
If that be true, I shall see my boy again.

Or, again,

Fare you well; had you such a loss as I,
I could give better comfort than you do.

But we must not forget that the way to that scene lay through *Richard III* with his hump and his unrelieved devilry; and, beyond it again, was that most utterly false and priggish of popular heroes, Henry V, to show that, not even in his middle period—not, in fact, till the dark time of *Hamlet* and *Othello* and *Lear* had purged his mind, as it would seem, of all temptation to play down to an audience—did Shakespeare rise quite clear of the atmosphere of truly English melodrama in which his first plays were born.

G. K.

MRS. SHERWOOD'S INTRODUCTION TO GEOGRAPHY.*

By C. BIRCHENOUGH.

THE Right Hon. G. W. E. Russell, in one of his delightful discourses in "Collections and Recollections," divides mankind into two groups, according as they have, or have not, been brought up on *The Fairchild Family*. Some, at least, of the elect are well acquainted with their authoress's *Introduction to Geography*, intended for little children, and, no doubt, they have wondered that a book of its unique qualities should have escaped the notice—if not of those who are actively interested in propagating methods of teaching the geography of the war areas to the rising generation, at any rate of those mystics with a penchant for arithmetical puzzles who find in the pages of Holy Writ exact forecasts of these years of Armageddon.

Mrs. Sherwood belongs to that group of cultivated gentlewomen—the Mrs. Chapones, the Mrs. Barbaulds, the Hannah Mores, the Maria Edgeworths—who, during the closing years of the eighteenth and the first half of the nineteenth centuries, devoted themselves so fruitfully to matters of education and produced a rich children's literature. She stands out as perhaps the most prolific of them all, for upwards of 350 books, essays, and pamphlets have been traced to her. Through her children's books runs the strong Evangelical note that is so characteristic of *The Fairchild Family*, or *The Child's Manual*, and it is this quality that gives to the *Introduction to Geography*—a small 12mo., 136-page textbook—a notability of its own.

The book begins with the usual definitions of land, water, continents, &c., and follows this up by a brief description of the chief countries of the globe. It is raised above the common, however by the intensity of the religious convictions of its authoress. The book breathes abhorrence of all that savours of Roman Catholicism, or smacks of idolatry or infidelity among the nations of the earth. Each definition, no less than every short section of the work, is accompanied by a scriptural quotation. These taken collectively constitute one of the most remarkable attempts at the correlation of geographical and Biblical instruction.

The character of this quaint volume can be sufficiently illustrated by culling extracts from the several sections which deal with countries now engaged in the Great War. This particular choice is made because, by an odd coincidence, the subject-matter and the verses appended often express sentiments not altogether inapt at the present time. In the section on Prussia, for example, Mrs. Sherwood reminds her young readers that "this Kingdom has suddenly risen up among the Powers of Europe, and has been allowed by the Almighty greatly to prosper and to increase from a little principality to a considerable kingdom." She concludes her account with an extract from Psalm lxxv, 5-7: "Lift not up your horn on high: speak not with a stiff neck. For promotion cometh neither from the east, nor from the west,

* Third Edition, 1823.

nor from the south. But God is the judge; he putteth down one, and setteth up another."

Of the Austrian Empire we are told that "these dominions have, by a series of fortunate marriages, become subject to the princes of the house of Austria," with a reference to Ezekiel xxi, 26.

Turkey, which at that time covered the whole Balkan peninsula, is credited with great strength and likened to a horse: "Hast thou given the horse strength? hast thou clothed his neck with thunder? . . . He swalloweth the ground with fierceness and rage; . . . he smelleth the battle afar off" (Job xxxix, 19-25). A likeness that might not be considered altogether applicable to the Young Turks of to-day.

The description of France is followed by verses from the Psalms (xxvii, 4, 5), complimentary but singularly inappropriate.

Russia is viewed with no great partiality. The section, for example, closes with an extract from Ezekiel xxxii, 27, which ends: "And they shall not lie with the mighty that are fallen of the uncircumcised, . . . but their iniquities shall be upon their bones, though they were the terror of the mighty in the land of the living."

Italy, on the other hand, is favoured with a verse from Daniel ii, 40: "The fourth kingdom shall be strong as iron: forasmuch as iron breaketh in pieces and subdueth all things: and as iron that breaketh all these, shall it break in pieces and bruise."

The treatment of Holland reminds us of the famous lines about "the fault of the Dutch." "The inhabitants of Holland are industrious and laborious in traffic; but, it is well known, are too much addicted to the love of money, which makes them guilty of many severities and other evil practices." "The love of money is the root of all evil," &c. (1 Tim. vi, 10).

This artificial correlation of history with Biblical instruction must not be regarded as something peculiar to Mrs. Sherwood. It is a well recognized practice, for example, both in British and National schools. A classical instance of combining Biblical instruction and arithmetic is found in the Rev. J. C. Wigram's *Elementary Arithmetic*, the exercises of which are of the type: "'Mesha king of Moab was a sheep-master, and rendered unto the king of Israel 100,000 lambs' (2 Kings iii, 4). Write down the number in words."

Mrs. Sherwood's method of imparting this rather formidable assortment of information was also thoroughly in character with the traditions of the age. The whole book was to be learnt off verbatim, but, as far as possible, this was to be done pleasantly. She was one of that considerable body of thoughtful teachers of the eighteenth and early nineteenth centuries who were convinced of the merits of instructing through "play," who discoursed on "The Art of Teaching in Sport," who wrote books with such titles as *Amusement Hall; or, an Easy Introduction to the Attainment of Useful Knowledge*—methods that have long since been superseded. They rest on a mistaken foundation which was thoroughly exposed by Rousseau in his discussion of the method to be adopted in educating Emile. This form of instruction is commonly but mistakenly supposed to emanate from Basedow's Philanthropinum at Dessau. We recall, for example, Isaac Watts's plea in his *Discourse on the Education of Children and Youth* for the greater use of "diversions for children" is the ordinary practice of instruction fifty years before the Philanthropinum opened. "May not some little tablets of pasteboard," he asks, "be made in imitation of cards which might teach the unlearned the several parts of grammar, philology, geometry, geography, astronomy, &c.?"

"What if on one side of these tablets or charts a town or city were named and described, and on the other side, if the country, province, kingdom, where that town stands, with some geographical or historical remark on it; and whosoever in play draws the chart with the town on it should be obliged to tell the country where it stands and the remarks made on it."

Cases of geography cards arranged on this principle and dating from the beginning of last century may still be picked up for a few pence in less frequented second-hand bookshops. It was in conjunction with some such method that Mrs. Sherwood proposed that her book should be used. On a series of cards the heads of each section with the beginning of the accompanying verses were written. Thus—

PRUSSIA.

Lift not up . . .

The cards were put into a bag and the pupils were required to repeat the section and verses they happened to draw. If they failed in this they might either lose their place in class or be required to relearn the section after the ordinary lesson hours. To assist them in understanding the book a map or globe was to be used. Although neither the subject-matter nor the method accords with modern ideas, yet the pungent remarks of the gentle Mrs. Sherwood and her quaint selection of verses are not without a certain humour if only as caricatures at the present time.

EDUCATIONAL PRECOCITY.

IT is no easy problem to solve in what way the War should be brought home to children, how far they should share in privations the War brings, and how far there should be asked of them not only good feeling, but definite practical help in the work of war. But one point comes home to us plainly in reading a penny pamphlet issued by the L.C.C. Education Committee (*How we can all Help—Suggestions for Talks to Children*), and that is that you cannot educate and produce results from children in a hurry. If you get swift returns the educational process has generally suffered; the sound educator will be patient as to things that show. The children of Pestalozzi's Gertrude were, one may be sure, invaluable in an emergency; but then Gertrude did not begin to train them in diligence, carefulness, and consideration in the middle of a domestic crisis. Many quite excellent lessons are outlined in these pages, most of which could have been most profitably taught in times of peace. There is a sketch of the rise of the German Empire—something about Russia and France might be added—a good chapter on how we pay for our imports, a chapter on useful and useless things containing the much needed maxim, "it is very important not only that everybody should do some work, but that everybody should do useful work," and so on.

If such things have not been taught before, it is a good thing to begin at once to teach them; only, if the teaching is to be education, it must be given time to work. The Education Committee wants to arrange for the picking of the flowers at the same time as the planting of the seeds. The end chapters betray an uneasy sense that natural processes of growth will not produce the required result, and a little forcing is resorted to. Difficulties that might occur to the disingenuous mind of the child when he is called upon for sacrifices are stated and dealt with not very successfully; and, in case the watering given to the seeds in the form of stirring poetry should not be sufficient, we pass from "We must be free or die," &c., to "You see, you get more interest by this plan (the War Loan) than by the ordinary Savings-Bank plan"; from education to commercialism.

The lessons on some of the pages taken to heart might have resulted in many a child's penny being saved, but that is a different matter. The insistence on definite small bits of saving on the part of the child as being of importance in themselves, apart from the child, detracts from the real merits

of the pamphlet, and serves only to remind us that we have closed our museums and picture galleries, from the most patriotic motives, while we still spend hundreds of thousands of pounds upon drink. What should go last goes first, what should rule subserves.

We are sorry that the concluding pages are issued by an Education Committee, and that much of the practical advice was not offered to anyone rather than to the children.

REVIEWS AND MINOR NOTICES.

William Wordsworth: His Life, Works, and Influence.

By GEORGE MCLEAN HARPER, Professor in Princeton University. (2 vols., 24s. John Murray.)

Prof. Harper has produced what can be rightly called a new life of Wordsworth. He has had access, through surviving relatives, to unpublished letters both of Wordsworth himself and his sister, to the MSS. of *Dorothy's Journal*, and to private information hitherto withheld from the poet's biographers. He has handled his new material with wisdom and delicacy, and every scrap of it is an addition either to our accurate knowledge of Wordsworth's life or to our better understanding of his character. He has, moreover, made an extensive study of the periodical and other literature of the time, and very little illustrative material of any value has escaped his net.

He steps aside from the orthodox tradition of Wordsworthian biography in laying the greatest stress upon the years of Wordsworth's life in which he was in close connexion with France and the Revolution. "He went to France," he writes, "a susceptible boy; he returned a man with a philosophy and a purpose. It is a thousand pities that he renounced this philosophy and changed this purpose. When they ruled him, and even while they were loosening their hold upon him, he wrote his best poetry." And so he devotes his closest scrutiny and his fullest treatment to this period. Wordsworth's first biographer, his nephew Bishop Wordsworth, wrote from the Anglican and Conservative standpoint, and viewed his uncle's life in that perspective. Prof. Harper makes telling use of the early portion of this, the official life, by placing at the head of each of his own packed and interesting early chapters, the meagre, cautious sentences in which Wordsworth's nephew slurred over the events of each in turn of the poet's ardent, unregenerate years. He makes the still more interesting point that Wordsworth himself in later years joined in this conspiracy of silence and suppression, by altering the text of his poems, and especially *The Prelude*, with a view to expunging passages which revealed him as a young champion of the Revolution. He has much light to throw on the events of Wordsworth's second visit to France, November 1791–December (?) 1792. His researches have enabled him to give a lively picture of the social life at Blois, at the date of Wordsworth's sojourn there, and have revealed the existence of an interesting Republican Club then flourishing in the town, whose meetings Wordsworth almost certainly attended. The most interesting new fact that he has to publish of Wordsworth's personal life belongs also to this period. The peculiar intensity of the poet's love for France and his passionate interest in her destinies have always been recognized by intimate students. The new facts which give tragic meaning to this love and interest are these: that Wordsworth formed a passionate attachment during his stay in Blois to a French girl, Annette, the daughter of a Royalist family, that her parents prevented the marriage, that she bore Wordsworth a daughter, and that he kept in close touch with the mother and child for years after his return to England. Annette and her daughter Caroline appear often in *Dorothy's Journal*. It was they whom she and William went to see when they crossed to France in 1802. It was Caroline who walked beside them on the sands at Calais, and whom Wordsworth addresses in his sonnet,

Dear child, dear girl, who walkest with me here,

Thou liest in Abraham's bosom all the year.

Dorothy was from the first in her brother's confidence, and showed from the first that "vigorous human-heartedness" and that delicate rightness in feeling and action which those who know her could have counted upon. When Caroline was to be married in 1814, she wrote to beg her aunt to come over to France for the wedding, vowing that she would not be married without her. If Napoleon had not at the critical moment escaped from Elba, Dorothy would have been there as she wished.

Prof. Harper's treatment of the years following Wordsworth's return to England—1793–1798—is original. He believes, first, that Wordsworth adhered much longer than is generally supposed to the Revolutionary creed; secondly, that he fell completely, and for six years, under the influence of Godwin; thirdly, that he did not, between 1793 and 1796, pass through a phase of gloom and despair from which Dorothy and Coleridge rescued him. We are not satisfied that he has proved his points. On the first, he states (I, page 210): "It is worth while to observe that his satisfaction in the defeats of the Allies continued so late as 1805, when the tenth book of *The Prelude* was written." But the passage which he cites (*Prelude* X, 384) refers to the year 1793, and reflects his emotions of that date, not his opinion at the time of writing, 1805. Already, in 1803, Wordsworth had eagerly enrolled himself as a volunteer, and his "recruiting" sonnets, written in the same year, are plain proof of his vigorously patriotic sympathies. Prof. Harper makes, however, a solid contribution to our knowledge of Wordsworth at this period by showing how he was linked with the small group of Republican Englishmen then in London.

As to Godwin's influence, he makes the qualified statement (Vol. I, page 253) that for at least three or four years Wordsworth acquiesced in his system. But he states categorically on the same page that he gave it "a brave and stubborn allegiance from his twenty-third to his twenty-ninth year," and on page 260 he twice reiterates that Wordsworth "adhered to the Godwinian system for six years." It may be so, but the proof is wanting. Prof. Harper gives an enthusiastic exposition of the philosopher's system, and is then contented with the assertion that "every one of these articles is affirmed by Wordsworth either . . . in his early poems, or . . . in his *Reply to Bishop Watson*, or . . . in his letters to Matthews." One of the essential principles of Godwin's moral creed is, according to Harper, that "there is no place for deeds of gratitude, for pardon, for partiality to friends or kindred. . . ." If Wordsworth did indeed "accept Godwin's system as a whole," and adhere to it as late as 1798, the *Lyrical Ballads* should illustrate the principle just quoted. But what of Simon Lee, in whom the spirit of gratitude is made a thing of beauty and infinite pathos; what of Goody Blake, whose righteous wrath descends upon her tormentor, inhumanly vindictive where he should humanly have pardoned; and what of *The Idiot Boy*, *The Mad Mother*, *The Forsaken Indian Woman*—poems in which the passionate tenacious love of mother for child is indeed an apotheosis of what Godwin coldly condemned as "partiality for friends or kindred"? Prof. Harper has done no harm by putting Godwin's system in an attractive light; he makes it conceivable that Wordsworth was more deeply influenced by it than we knew. But to any one accustomed to weigh evidence he has made out no case at all, either for the completeness of Wordsworth's surrender or for its six years' duration.

On the third point, the non-existence of Wordsworth's phase of gloom and despair, 1793–1796, Prof. Harper is somewhat inconsistent. He speaks (I, page 210) of the agony and gloom of his spirit for several years after his return from France; yet, on page 205, he indignantly challenges "anyone who still holds the view that Wordsworth for two or three years after his return from France suffered a dulling of sensibilities, an obscuration of spirits," &c., until his sister restored him to peace of mind. He

attempts to show that at Racedown Wordsworth was in excellent spirits, and not, as is usually supposed, in the process of struggling back to optimism. Possibly there is something to correct in the accepted view of Wordsworth's pessimism at this period, but Prof. Harper "o'erleaps himself and falls on the other." We are not surprised that Wordsworth was cheerful in the society of Dorothy, Mary Hutchinson, and Coleridge, but this does not alter the fact that he wrote at this period *The Convict*, *The Borderers*, and *The Ruined Cottage*, poems in which pessimistic thought is either in absolute dominance or in the process of purging itself. Wordsworth's own statement (proved up to the hilt by the poems he wrote at this period) that he passed in these years through some spiritual valley of the shadow, out of which Coleridge and Dorothy led him, has not yet been controverted.

In his treatment of Wordsworth's later life there is political prejudice of another colour from that which pervades and dulls the pages of the Bishop's Memoir.

Prof. Harper makes no secret of his own politics. "The essence of Toryism," he says, "is despair of human nature. The essence of the revolutionary and progressive spirit is trust in human nature." He resigns himself to accept Wordsworth after 1807 as a hopeless reactionary, if not apostate, to his earlier principles. "What a respectable old Tory he has become [in 1814]!" he writes. But this is what Wordsworth never became. His ardent belief in Nationality, his defiant criticism of the narrower patriotism which seeks only the interest of its own native land (*vide Convention of Cintra*), his plea for the right of the poor man to be provided with work or support by the State (*vide* Postscript to *Poetical Works*, 1836), his genuine sympathy with the demands of the Chartists (*vide* his interview with Thomas Cooper, the Chartist poet, described in the latter's autobiography)—all these are as true a part of Wordsworth as his blatantly Conservative views on the Reform Bill, and they explain the fact that two such liberal and progressive thinkers as Thomas Arnold and J. S. Mill independently record their sympathy with Wordsworth's general principles, though not with his views on particular issues. Prof. Harper has failed to show that the Wordsworth of middle age was not the same person as the Wordsworth of early manhood. He labours, we believe, under the common delusion that a Liberal and a Conservative are two distinct varieties of the human species.

The question finally arises: Has the new Life altered in any important way our estimate of Wordsworth? The student already intimate with his subject will answer "No." It has corroborated and confirmed what he knew already of Wordsworth's essentially passionate nature, of his absorption in the progressive thought of the Revolution period, and it has touched into more vivid reality the known personalities of Coleridge and Dorothy. It has at many points in the earlier narrative filled up gaps and sketched in details of scene and situation, which help to solidify as well as illuminate a story already rich in detail. The general public will perhaps answer the question differently. What the student already knew the public has been slow to learn, and Prof. Harper's enthusiastic narrative will do much to dispel an illusion which even yet obscures the popular view of Wordsworth's character. How many people still think of him as mild and gentle in temper, conventional in habit and thought, safely Conservative in politics, narrowly sectarian in religion? Their number should be appreciably diminished by the publication of this new Life.

A Companion to Greek Studies. Edited by LEONARD WHIBLEY. Third edition. Revised and enlarged. (16s. Cambridge University Press.)

The demand for a new edition of this *Companion*, eleven years after its first publication, shows that it has justified its existence, though it is not quite clear for what kind of student it is meant, and different contributors have evidently taken different views of their task, some giving what are virtually catalogues, of use only for reference or for "cram," while

others have written excellent little introductory treatises on the subjects of which they treat. The new edition is larger and better illustrated than its predecessors, and the revision has certainly improved it in many respects. But we could have wished for a fuller treatment of some topics (e.g. the Influence of Geography on History, Hero-Worship, Mysteries, Oracles, Finance), and for many more illustrations. Space might well have been found for these by the entire omission of the section on Greek Literature. There are plenty of short histories of Greek literature, and the present one is too brief to be of much value (except, perhaps, for purposes of "cram") to a student sufficiently advanced to make use of some of the other articles, and in some parts—especially in the treatment of the drama—it is misleading and out of date. So far as this section is concerned, the chronological work of Wilhelm and Capps (whose results are largely beyond dispute) might as well not have been done, and no ray of the abundant light shed on the Greek drama by recent writers has penetrated the account given in the *Companion*. Even on the recently discovered plays of Menander there is only one short and very inadequate remark. A useful substitute, however, for the section on Literature (and one which need not have occupied much space) would have been a bibliography of the best standard editions of Greek authors at the present time (excluding those which were valuable once, but have been absorbed, so far as they were valuable, in later works), and of the really first-rate books on the principal departments of Greek literature.

Of the articles in which no very great change is made in the new edition, little need be said. The account of Greek Philosophy remains one of the best parts of the volume, and the sections on Plato and Aristotle are particularly valuable as being a connected statement of Dr. Jackson's view of their philosophy, very lucid and readable in spite of its inevitable brevity. Dr. E. A. Gardner's treatment of Mythology and Religion is an admirable general introduction to the subject, and displays a sanity and soundness of method which is painfully absent from some recent treatises. It is unfortunate that many topics are treated so shortly. One or two points of detail may be noted in it. The account of the Panathenaea on page 407 does not bring out the peculiar character of the festival as one which united all dwellers in Athens, irrespective of nationality. Some allusion to the beautiful stadium at Delphi, and an illustration of it, seem to be called for on page 411. It is now very doubtful whether, as stated on page 416, the tragic actors of classical times wore high buskins. Mr. Whibley's excellent account of Greek Constitutions has received some useful additions from Mr. Adcock, and the latter has brought the treatment of Attic Legal Procedure up to date, and made it a safe and adequate companion for the student of the orators. Of the other old articles no more need be said than that nearly all have been revised and improved in varying degrees.

The first of the new articles in the present edition is that by Mr. Wace on Ethnology. While giving a useful account of the present state of the problem, it is necessarily inconclusive on many points, though the theory that the Achaeans were Northern invaders is definitely rejected. Unfortunately, Dr. Leaf's important work, *Homer and History*, was not published in time to be considered in this article.

An account of the Flora of Ancient Greece, by Sir W. T. Thistleton-Dyer, replaces the article in previous editions (by Dr. Tristram). It could hardly have been entrusted to better hands; it is thoroughly up to date, and natural history and philology are combined in the identifications of Greek with modern plant names. The account of the terms applied to grain of all kinds, and in all stages of conversion into food, will be particularly useful to the ordinary scholar, and what appears on the surface to be a dry catalogue of names is frequently brightened by a touch of human interest. It is somewhat surprising, however, to find Sibthorpe's *Flora Graeca* not even mentioned in the bibliography; that magnificent work may be wrong in certain points, and the cost of it is prohibitive to the ordinary scholar, but a copy is to be found in most of the great centres of learning, and the present

reviewer, while of course using Halacsy and Heldreich (whose *Pflanzen der attischen Ebene* should also have been noticed) has found Sibthorpe of considerable value, apart from its high artistic interest. Bubani's *Flora Virgiliana* (a rare book) is of some use also in regard to the Greek flora. The article would have been much easier to consult had the name of each plant mentioned been printed in heavier type on its first occurrence in the text. Here and there the treatment is too brief; there are problems about "hyacinth" and "mallow" which are hardly alluded to. The statement about the etymology of *λείριον* on page 57 is not clear: "Name probably loan-word from Semitic, only *λειρίεις* in Homer, and meaning merely white." What means "white"? and what of *ῥα λειρίεσσαν ἰέντες*? But the article as a whole is a very valuable one for students who wish to see, as well as to read about, the world in which the early Greeks lived.

Prof. D'Arcy Thompson's account of the fauna occupies 18 pages, as against 12 in the last edition. The statement on page 39 that the little owl (*Athene noctua*) is "strictly nocturnal, concealing itself during the day," will surprise any one who has travelled in Greece and seen the little owl flying freely and pitching on telegraph wires in all parts of Greece at all times of the day. It is also very doubtful whether *σπερμολόγος* is the rook. But the article is generally accurate and useful. There is, however, room for a good illustrated Natural History of Ancient Greece, and Prof. D'Arcy Thompson would be a valuable contributor to such a work.

The archæological portion of the book is rendered more complete by the new articles on Prehistoric Art (Wace), Bronze-Work and Gold- and Silver-Work (Walters), and by the extension of the account of terra-cottas (Walters), though all these articles are so brief that they can scarcely do more for a serious student than send him on to larger works. This is, in fact, true of all the sections on the Arts.

Mr. Caspari's article on Finance would have been much more useful had sufficient space been allotted to it to allow of a succinct statement, if not discussion, of the principal views in regard to certain disputed topics (e.g. the distribution of the *εἰσφορά*); but so far as it goes it is clear and useful.

It is doubtless very difficult to bring a book of this sort entirely up to date; and the difference between the desiccated conventionality of some few parts and the openness to new light displayed in others leaves one who has read the whole book through rather regretful, on the one hand, that more of it had not been entrusted to fresher writers, but grateful, on the other, for summaries, both interesting and accurate, of the present condition of our knowledge in so many departments of scholarship.

Citizens to Be. By Miss M. L. V. HUGHES. (Constable.)

Monasticism is not, and never will be, extinct in human society. There will always be some men, and more women, who, whether living in the world or out of it, separate themselves in spirit from it, look at it as something afar off, wrap themselves up in their own work, and believe that the only hope for mankind lies in the institutions in which they live. Miss Hughes's book is pervaded by this nun-like spirit. It is a beautiful, hopeful, tranquil spirit, which in these terrible times will be balm to many a wounded soul, but it is adequate for only half our needs. For to Miss Hughes the school presents itself as an omnipotent force which, if rightly directed, will drive out every fiend that afflicts humanity—war, poverty, disease, and so forth—and make the whole earth into a City of God. In the chapter entitled "Afterwards," for instance, in which she discusses the continuation school with breadth and insight, she avows her belief that all "anti-social action" of employers is the result of inadequate civic and social training in schools and colleges, the inference being it can be prevented by improving this training. We fear the devil of greed is too strongly entrenched for such simple artillery to be effective. Education, again, will stop war; "a steady development of humanism must have resulted before this in an educated democracy, and an educated democracy must have produced international relations of such a character as

to dispense finally with the *ultima ratio* of war." Miss Hughes reasons about the results of education as the *philosophes* of the eighteenth century reasoned about political liberty, and men have learnt to be very cautious about accepting such *a priori* arguments. Every school, says our author, must inevitably become a centre of peace propaganda; disarmament must be treated as a thing inevitable; the public schools are blameworthy because they retain, and even emphasize, the military spirit. To this the only answer is that we dare not let our powder get damp. One of the many lessons which the catastrophe of the last eighteen months has taught us is that human nature cannot be relied upon: that there are hidden depths of passion which may produce a storm just when the sky seems clearest. With every attempt to foster international good-feeling by international intercourse, students' visits to foreign countries, exchange of children, spread of knowledge about our neighbours, we have as much sympathy as Miss Hughes; but we do not rely upon such things to do more than create a spirit which will make the maintenance of peace a little easier and the schemes of vaulting ambition a little more difficult.

And as with war, so with competition. By most teachers competition in school life is regarded not merely as a stimulus to effort, but as an educative force in itself, developing qualities which will be necessary in after life. But Miss Hughes holds that "to foster the individual competitive spirit in school is to play into the hands of the industrial system at its worst." She ignores the fact that the child is born into a world of struggle and strife, and will have to pass his life in it. She would have him fitted, not for the earth as it is, but for some imagined heaven of her own.

A belief in the infinite possibilities of education is inspiring, but it may be at the same time depressing. For it involves, in the case of Miss Hughes at least, the conviction that our present educational practice is a huge failure, specially in the moral sphere. General elections, Mafeking nights, prisons, hospitals, asylums, poor-houses, alcoholism, a thousand cases in the juvenile courts at Birmingham in one year—what further proof is needed? Well, Newman said that Christianity had been a failure, it had not converted man, but only certain choice specimens of him, it had not changed the characters of his mind. Judged by the monastic standard, everything has been a failure: religion, the ten commandments, civilization, liberty, family life, marriage. But has Miss Hughes, who is clearly a woman of imagination, ever tried to conceive London or Birmingham without their schools, with a pagan population of children growing up in the streets, without restraint and in darkest ignorance, subject to no influences but those of the public house and the picture palace?

Along with some extravagances, however, Miss Hughes preaches much sound doctrine. Humanism is her ideal in education—the development, that is, of the individual for social life—and she traces that conception through the long line of Humanists from Aristotle and Plato, who contain "the most complete expression of the common faith" to Froebel and Thring. The weakness of the elementary schools, with which schools the book is almost entirely concerned, is that they develop habits rather than foster interest, habits "of unthinking conformity and imitation." Hence the intellectual failure—the product of the schools lacks adaptability; and the moral failure—untrained in self-government, he lacks self-control. The root evil, as she reiterates again and again, is the size of the classes, which means learning in herds and produces "a great faculty for living, moving, and thinking in herds." In framing the curriculum we think too much of indirect values, the mere arts of reading, writing, drawing, and so forth, and too little about direct values, the enjoyment of literature and of Nature, the teaching of civic duty through the history lesson, music as an emotional influence and a thing of national significance. As might be expected from so pronounced a Humanist, the treatment of the humanistic subjects is good, that of science and manual training rather weak. Arithmetic, the author thinks, is overdone. But is not arithmetic one of the lessons in which children do most for themselves? Still, her arguments in favour of less mathe-

matics and more needlework for girls are strong. The chapter on education during adolescence contains, as we have already said, much that is valuable. Miss Hughes holds that there need be no antagonism between vocational training and a broad education for life, if we hold to the doctrine that adaptability is our aim, and that principles, not merely mechanical skill in processes, should be taught.

A History of Latin Literature. By MARCUS SOUTHWELL DIMSDALE, Fellow of King's College, Cambridge. (6s. Heinemann.)

The task of the writer of a history of literature would appear to be threefold: to give the relevant facts, or at least the chief of these, of the activity of the authors included, and of the composition of their works; to describe and to estimate the quality and characteristics of their literary performances; and, in the third place, to reinforce and illustrate his criticisms by apt illustrations from the originals. The first Mr. Dimsdale in design does well; but his execution often fails to correspond. There is much confusion and error about details, not all of them unimportant. He has drawn his information from a number of sources, and what he presents is by no means always accurate or consistent. As an example, take the dates assigned to Volcatius Sedigitus, "the time of Varro" on page 23, "about 130 B.C." on page 53, "circ. 90 B.C." on page 113. On this side the book stands in need of minute and thorough revision. Mr. Dimsdale's literary criticism is in the main sound and safe. Under his guidance the reader will rarely be far from the truth; but he must not look for much originality or brilliance. Mr. Dimsdale has many obligations to his predecessors, punctiliously acknowledged in his foot-notes, and his coruscations are rare, though "Seneca's desperate emphasis," applied by Mr. Dimsdale to the tragedies, is a very happy phrase. His characterization of Lucan shows considerable insight, not only in the expression that sums up his style as "loud, insistent, and hard," but in the observation that, strange as it seems, he sometimes reminds us of Wordsworth. Mr. Dimsdale cites II, 723 (in faciem puri redeunt languentia caeli), "of the stars at dawn," translating, perhaps over-translating, "and mingle with the stainless face of heaven." A more remarkable coincidence is to be found in V, 219 *seqq.*: "dumque a luce sacra, qua vidit fata, refertur, ad volgare iubar," which is "the light of common day" of the *Intimations of Immortality*. Inasmuch as the book is intended—at least, in part—for those who know no Latin, we should have been glad of more parallels from English literature.

In performing the last part of his task, illustrative quotation, Mr. Dimsdale has obviously been hampered by the unwise practice followed in the series of giving all quotations in English. He has not himself followed it consistently, for in many cases the original Latin is added, as should have been done in all. The omission of the Latin leaves the reader at the mercy of the translator, who may or may not have done his work well, but in any case is not the proper object of the critic's appreciations. Of the translations presented by Mr. Dimsdale some are good and others are not. For the first the rendering of Propertius IV, 10. 27 *seqq.*, may be quoted:

Old Veii, thou wert then a kingdom too,
And in thy mart was set a golden throne;
Now the slow shepherd's horn thy precincts through
Resounds, and o'er thy dead the fields are mown.

Of the other kind take, as an example where the ancient spirit has been modernized away, the version of Catullus, 93:

To stand well with you, Caesar, is nothing to me,
Nor to know if a *saint* or *sinner* you be,

where the words in italics misrepresent not only the tone, but the actual meaning of "*albus an ater homo*." Or, again, where a phrase like "by glooming meres astray" is assigned to Tibullus, and one like "atrenble with the thunderous sea" to Valerius Flaccus. On the whole, then, we see that Mr. Dimsdale has produced a useful and meritorious work, but one still capable of improvement.

Teaching: its Nature and Varieties. By BENJAMIN DUMVILLE, M.A. (University Tutorial Press.)

Owing to the large number of books dealing with the Theory and Practice of Education which come into the hands of the reviewer of educational books, he must be prepared, if he be wise and judicious, to alter his perspective somewhat; and search not for new and striking ideas and theories, but for the book's utility and service from the standpoint of the student and less experienced teacher. From this test stringently applied, this carefully thought-out and conscientiously written handbook by Mr. Dumville emerges successfully, though the arrangement of the matter strikes us as rather cumbersome and capable of being presented in a form easier to apprehend and analyse. The weakest part of the book in our judgment is the preface which might with advantage be omitted from subsequent editions. Neither the claim put forward by Mr. Dumville that his book "differs fundamentally from other pedagogical manuals," in that it explains the processes involved in all forms of instruction, can be justified by anyone conversant with the great body of literature that has been written upon the science of education; nor is the analogy between the teacher and the mechanic a sound one. The engineer in no sense plays the same rôle as the inspector of education, nor would the most intelligent of mechanics need to grasp the scheme of the engineer master-mind in order that he should fulfil his work accurately and perfectly. The preface then may do real injury to Mr. Dumville's book which it is far from meriting. For it is singularly free from misleading generalizations, and steers clear of the twin failings that as a rule characterize guides of this sort. It is neither unhelpfully vague nor yet on the other hand ignorantly dogmatic. Mr. Dumville takes up a position between the old school of pedagogy in which discipline of the mind and body was the key-note of educational doctrine, nay even its most supreme law, and on the other hand the extreme devotees of the Montessori School, and, on the whole, his attitude is that of common sense and experience combined. Under the rather fanciful, and wholly arbitrary headings of Teaching as Telling, Teaching as causing to Learn, Object Teaching and the Teaching of Skill, the Teaching of General Truths, Heuristic Teaching and Inspirational Teaching as applied respectively to History, Literature, &c., the author ranges over the various types of teaching and the conditions and methods appertaining to each in relation to specific examples and subjects. He writes with breadth and elasticity, the product of both study and practical experience, with the result that a sure basis is reached and the science of teaching invested with that philosophic standpoint without which even the teaching of the youngest child becomes mechanical and unintelligent. The young teacher who studies these pages with intelligence will find that the outcome is not only the stored knowledge needed in the examination room, but that more fruitful spirit of interested observation with which every novice should start upon his great work.

The Napier Tercentenary Memorial Volume. Edited by C. G. KNOTT, D.Sc. (21s. net. Longmans, for the R.S.E.)

This handsome quarto volume, with fifteen plates, a portrait of Napier and an oil painting of Merchiston Castle, reproduced in colour, forms a fitting souvenir of the 1914 Tercentenary Celebration. The inaugural address by Lord Moulton deals with Napier's mode of discovery, and is followed by a biographical memoir due to Prof. Hume Brown. Profs. Smith and Cajori contribute papers of historical interest dealing incidentally with questions of priority of invention. Prof. Gibson has a paper comparing Briggs's and Napier's logarithms, Dr. Glaisher a paper on Computations, and Prof. Sampson edits a bibliography of seventy pages dealing with the books exhibited at the meeting. There are many papers dealing with the arrangement of mathematical tables, including a particularly suggestive note by Prof. Stegall on economy of entries. Dr. Milne makes some important recommendations on setting out tables, binding, &c., and gives illustrations showing the advantage of the old numeral

symbols with projecting heads and tails. There are many other papers of equal interest and importance, including contributions from Continental sources.

A History of the Family as a Social and Educational Institution. By W. GOODSELL, Ph.D.

As an encyclopædic and most exhaustive account of the development of family life from primitive times to its decline in the present day Prof. Goodsell's book will be useful. As a guide to future conduct it will be less so. He examines the causes of dissolution in family life at the present day, and finds them to be principally three: the refusal of the husband to recognize the wife's claims to assert her individuality, the ignorance of young men and women concerning the obligations of the married state, and the declining birth-rate. Then follows an exhaustive catalogue of current "views" on the question—a catalogue such as we have learned to expect from German sources, and which is now becoming associated with America—wholly impersonal, and leaving to us the difficult task of discovering which view the writer himself holds. On the whole, we should select the "moderate progressive," favouring a mild and negative form of eugenical legislation, as claiming his sympathy more particularly. He closes with some more inspiring suggestions as to the part which education can play in saving the race from self-destruction, and quotes Stanley Hall's advice to encourage generous enthusiasms of all kinds as a means of transmuting sex impulse into ideal effort. The only doubt that it leaves in our mind is whether this transmutation may not produce the idealism without the effort, and, by substituting contemplation for will, encourage sterility. Schopenhauer looked for such a process. If the family is to be saved, it must be by some process analogous to that of federation in the political world. Exclusive nationality has been fostered too much. All the European troubles of the last forty years have related to the Balkan States, whose independent nationality we rescued and secured so carefully. Had they been required to federate, or in some way enter into closer relations with one another as a condition of independence, it might all have been prevented. Similarly, the exclusive individuality of the family is not a source of strength. If husband and wife are severally free to live their own lives and attach themselves to whatever social group they choose, the bond that unites them may be strengthened, not weakened.

"Cambridge Handbooks for Teachers."—*The Teaching of Geography.* By B. C. WALLIS. (3s. 6d. Cambridge University Press.)

A work on teaching can never be authoritative, like a work on medicine, because teachers are not agreed upon the end to be attained, much less on the means to be employed. Mr. Wallis makes Economic Geography his main object: he wants children to learn how the different sections of mankind are dependent on one another, and to "grasp, as an organized whole, the work of the world." Nations are interesting to him as a teacher according to the contributions that they make to the material welfare of the race; "self-centred peoples are only of importance in the degree to which they respond to their world environment by partially ceasing to be self-centred." The Chinese are important because they supply us with tea, not because they possess a civilization and a mentality of a peculiar type. The object of studying the geography of India will be to learn what India sends Europe and what Europe sends India, not to discover Hindoo life and to find out what the British *Raj* is and what it means to India. There may be differences of opinion about the value of the commercial facts that Mr. Wallis wants taught: some teachers will say that they can be readily found in *Whitaker's Almanack*, but all will agree that the teacher of geography must have an aim and a plan, and that Mr. Wallis has both. He starts with an unsystematic description of distant lands based on the stories of travel, real or fictitious, an excellent device. He then proceeds to the study of great climatic areas, e.g. the grass lands of the world and their products. Here we do not feel on quite such safe ground: these conceptions seem over-large for the mental grasp of young children. Later will come the more detailed study of countries and other land areas. Throughout, the human geography is based on the physical, and the whole conceived as a chain of causes and effects. The author's description of his methods of making boys learn by doing, his suggestions for the making of various kinds of maps, for practical work both out of doors and in, are well worth study; but his readers will do well to keep in mind the Frenchman's proverb, "Qui trop embrasse mal étreint." A good chapter in the book is that on Quantitative Work, in which Mr. Wallis shows how numbers may be invested with meaning and the sense of numerical proportion cultivated, a sense which in a

great number of even well educated people is but poorly developed. The chapter on the connexion of history and geography on the other hand is weak. Our author does not think that there is much room for the correlation of the two subjects in the classroom. He does not recognize the fact that the present condition of many great areas, even their economic condition, is due to historical causes as much as geographical, and that in such cases we need a blend of the two branches of study. The difference between Asia Minor and India is due not merely to climatic causes but to the fact that the Turk is in the one and the Englishman in the other. History, as well as geography, lies at the back of all colonial history; and if the geographer, when he reaches South America or the East Indies, does not give his pupils some glimpse of Spanish and Dutch history, he is missing a great chance of knocking a window into their minds. To separate the two subjects is in many cases to give the child too narrow an outlook. Again, in speaking of the influence of geography on religious and philosophic thought, Mr. Wallis falls into the jargon of the extreme sect. What are we to make of the statement that "the thoughts of men function in relation to the environment in which they find themselves"? Philosophers think and poets dream in all climates alike.

The Home Governess. By L. M. H. SOULSBY.
(3d. Longmans.)

"Age cannot stale, nor custom tire
Its infinite variety"

is the inspiring view of teaching that Miss Soulsby offers to the intending home governess. And she has a deal of shrewd advice to offer which might profitably be taken to heart by others in the teaching profession: "The child has plenty of originality if educators will leave it alone. . . . The modern educator adds 'originality' as an extra subject, and lays sacrilegious and organizing hands on play time." Of discipline without spying: "Providence will always lead you to the spot at the critical moment if you are keen enough to deserve such help." "In punishment, as in style, under-statement is really the most effective." "If you are always self-disciplined, and only insist on points of principle, you will gain your right position in time." When Miss Soulsby speaks of religious teaching her advice is more debatable, though she does not write as though it were. "Later on the three essential books to get into every child (the italics are our own) are Dr. Robinson's *Catechism Explained*, Mr. Champneys' *Soldiers in Christ's Army*, and Bishop Gore's *Creed of the Christian*." Comment is needless. There is some stress laid on what you should teach girls—as though boys would be a very different matter—and we doubt whether the suggested table of work would satisfy even that type of family in which the governess must be careful about sending the eldest boy out of the room because "there may be an undesirable footman" with whom he may colloque. Still, any sensible governess could find inspiration and sound advice in these pages.

An Essay on Metaphor in Poetry. By J. G. JENNINGS.
(Blackie.)

It is bold for a modern writer to begin his essay with a quotation from Aristotle's *Poetics*, and occupy the first chapter almost wholly with an analysis of the famous XXI chapter of Quintilian and Longinus, with side glances at Samuel Johnson, Saintsbury, Coleridge, and other modern critics. No explanation or defence of this method of procedure is offered, and the natural conclusion we draw is that the essay, with its appendix on the use of metaphor in Tennyson's *In Memoriam*, is composed of lectures delivered by Mr. Jennings to his Indian students. Mr. Jennings is a sound scholar, and there is no fault to be found with his analysis of Aristotle; but the fact that the ancient Greeks knew no language but their own, and that philology is a modern science, is too essential to the subject to be introduced parenthetically in a quotation from Max Müller's *Lectures on Language*. In contrasting ancient and modern poetry it is essential to determine whether the metaphor is conscious or unconscious. Thus the defence of Shakespeare's sin in respect of mixed metaphors in "To be or not to be," &c., is surely to be found, not only in the beauty and uniformity of the whole speech, but in the fact that "a sea of troubles" was to him no more a conscious metaphor than "a wilderness of monkeys." So, it seems to us, the distinction between the use of metaphor in ancient and modern poetry is that Homeric and Virgilian metaphors are for the most part conventional. Tennyson paints with his eye on the object, and the "swallow-flights of song" is not only beautiful, but original. Where he fails is in attempting to draw from the world of science with which his early public were unfamiliar, and needed a commentator before they even understood the "vase of tears," shaken into frost and so broken by grief, a metaphor which, *pace* Mr. Jennings, still remains a conceit.

An Outline of Industrial History, with Special Reference to Problems of the Present Day. By EDWARD CRESSY. (3s. 6d. Macmillan.)

We live under conditions which, in the days of our fathers, and indeed in the case of some of us in our own youth, would have been thought impossible. Life in England has changed mightily even during the last sixty years. Books describing old times are often pleasant and amusing, but they have no bearing on the present and do not show us how the changes in our world have been brought about or their connexion with the past. Sound information on these questions is to be found readily in this little volume written with the express design of exhibiting historical continuity in the movements affecting English industry. Its real starting point may be said to be the beginning of the eighteenth century, the first three short chapters containing merely a sketch on the broadest possible lines of the industrial life of earlier times. So far as it goes, this sketch is generally satisfactory, though perhaps the scarcity of money during the early Plantagenet reigns is somewhat exaggerated, and we regret the use of the term "Renaissance" to mark the period of expansion which began under the Tudor monarchs; it is not appropriately used in economic history. From 1700 industrial history is treated here in "parallel chapters," or according to subjects, the facts are accurately stated and their causes and effects well exhibited, for Mr. Cressy sees and expounds them in their relations to one another and the places they hold in the evolution of modern industrial conditions. His first main division is headed "Scientific and Technical Progress," and under this he treats separately the subjects of farming and food supply, the textile industries, fuel and its application to manufacture, and the bearing of scientific research on mechanical invention. Other main divisions are "Facilities for Commercial Development," including railways, shipping, the telegraph and the telephone, together with a short and well composed chapter on banking and credit, "Industrial Management," with chapters on the relations between capital and labour, co-operation, and municipal trading, and, finally, "Industry and Politics," beginning with a chapter on the Parliamentary Reform Acts. In this chapter we note a curious confusion in stating the results of the redistribution of 1867-68. Thirty-five boroughs lost, not as here "the right of separate representation," but one seat apiece, as having a population of under 10,000, and eleven others were disfranchised, three of them with two seats and four with a single seat as under 5,000 population, and four, three of them double-seated, for corruption. Under this heading are discussed various ways in which the State directs or controls the life of the individual by the establishment of compulsory insurance, the regulation of employment, and national education, and here it may be observed that the remark that schools, apart from grammar schools and Universities, did not exist until the invention of printing is too sweeping. In a brief treatment of wide subjects an author is likely here and there to make some statement which needs qualification. This little book, however, presents little room for adverse criticism and much for commendation.

Syria as a Roman Province. By E. S. BOUCHIER. (6s. net. Oxford: Blackwell.)

Syria is the illustration on the largest scale of how captive Greece not only took captive her rude conqueror, but retained her grip on what was already hers. For, apart from administration, the Syria of the Roman Empire was far more Greek than Roman. Seven centuries, counting from the first annexation by Pompey to the Moslem invasion, Roman political dominion lasted, but it left little behind it that was distinctively Roman. Syrian literature, to which Mr. Bouchier devotes two of his best chapters, was written mainly in Greek. Education was Greek; in the fourth century Latin was hardly studied in the schools even of Antioch. Architecture was inspired by Greek models. The Roman secured peace and made roads, as the Englishman does in India, but he touched the intellectual and religious life of the people but little. Mr. Bouchier has essayed the task of describing in the compass of a small book not only that life, but the history, social condition, pursuits, and trade of the races that occupied Roman Syria. Such an aim necessitated much compression, which makes some chapters, such as that on Semitic Religions, difficult of digestion. But the book as a whole is a useful work. It contains evidence on every page of a thorough and painstaking study of the subject, and as a compendium of facts will serve the purpose alike of the student and of the general reader who wants a picture of what the East was before the blight of the Arab and the Turk came upon it. There is a list of modern authorities at the end of the book and an interesting plate of a dozen coins at the beginning. One of the best things in the work is a sketch, all too brief, of the connexion between the literature of the New Testament and the life of the times.

Collected Papers on Spectroscopy. By G. D. LIVEING and Sir J. DEWAR. (30s. net. Cambridge University Press.)

Science is not a static body of "truths," but a human acquisition, the ever-growing result of an active process. The volume under review brings home this truth with quite peculiar force, and for that reason alone may be commended to the teacher who desires to develop scientific thinking among his pupils. Beginning with quite early work (1878) on the reversal of the lines of metallic vapours, we are led to the investigation of the behaviour of helium at the temperature of liquid hydrogen (1904). The reader never forgets that he is accompanying into regions uncharted the explorers who are marking out a new track. A subordinate, yet real, argument for studying such a collection of original monographs as this lies in the interesting experimental details. Useful information, which textbook writers succeed only too well in eliminating from their manuals, is frequently found in these pages. In many instances an experimenter with modest equipment may be led to repeat for himself some of those observations which are usually attempted with costly apparatus, for the authors often used quite simple means.

Problems in the Calculus. By D. D. LIEB, Ph.D. (4s. 6d. Ginn.)

This is a collection of supplementary examples ranging over the topics usually included in an elementary course. Altogether there are about three thousand, and these are well distributed over the different parts of the subject, and well varied inside each set of examples. The book is not by any means solely intended for technical students, but the difficulty of finding really practical examples is much greater for the teacher of such students than for one dealing with the subject from an academic point of view, and to such teachers this collection will be a very great help.

Diophantine Analysis. By ROBERT D. CARMICHAEL. (5s. 6d. net. Chapman & Hall.)

"The task of the author has been to systematize, as far as possible, a large number of isolated investigations and to organize the fragmentary results into a connected body of doctrine." A considerable degree of labour has been necessary, and the skilful manner in which results already established have been arranged should be of great assistance in further research.

The Theory of Invariants. By O. E. GLENN. (Ginn.)

This textbook is based upon a course of lectures given for several years to graduates in the University of Pennsylvania. Equal stress is laid upon both the non-symbolical and the symbolical methods; the theory is developed as a whole, and the methods of Cayley and his English contemporaries have been successfully amalgamated with those of the continental school. A valuable collection of 48 examples is given for exercise, and many of these should stimulate the student to start upon original work.

Analytic Geometry. By H. B. PHILLIPS, Ph.D. (6s. 6d. net. Chapman & Hall.)

The subject is here presented as an introduction to the Calculus, and thus the equation of the second degree, although freely used to illustrate general principles, does not play such an important part as in most English textbooks of the subject. Two chapters in particular deserve attention, one on Graphs and Empirical Equations and another on Parametric Representation. The last three chapters deal with elementary solid geometry. Other subjects not usually included in a first course are vectors, periodic curves, logarithmic curves, &c. On the other hand, such subjects as harmonic ranges, pole and polar properties are excluded. The examples are excellent, especially those of an original character. Teachers who have any freedom in the choice of their syllabus will find this textbook a very great help.

Euclid's Book on Division of Figures. By R. C. ARCHIBALD, Ph.D. (6s. net. Cambridge University Press.)

This small volume is a scholarly attempt to restore Euclid's *περὶ διαίρεσεων διβλίων*, based largely upon an Arabic MS. containing a treatise on division of plain figures, expressly attributed to Euclid, which was found and translated by Woepcke in 1851. A thirteenth-century geometry of Leonardo Pisano has also been laid under contribution, while numerous other Arabic, Greek, and Medieval writers have been consulted. The foot-notes and bibliographical sketches embody much research, and the volume forms a worthy supplement to Sir Thomas Heath's great work on the Elements.

Rural Arithmetic. By A. G. RUSTON, B.A., B.Sc. (3s. 6d. University Tutorial Press.)

This book supplies a real need. Much time must have been spent in gathering the material, and the author evidently possesses not only the theoretical knowledge but also the practical experience requisite for writing a textbook on this subject of an encyclopædic character. The presentation is clear, there are many diagrams, and

the examples for exercise are numerous and well varied. In the event of a second edition becoming necessary we would point out a serious slip on page 242 where $\log \frac{1}{2}$ should be $\log .8$. Again, on page 259, it should be mentioned that the formula given for the perimeter of the ellipse is not applicable when b/a differs considerably from unity. However, these points are comparatively trivial, and altogether the book is a sound piece of work, produced, moreover, at a very moderate price.

Algebraical Equations. Second Edition, Tract No. 6. By G. B. MATHEWS, F.R.S. (2s. 6d. net. Cambridge University Press.)

In this reprint the only addition of importance is a brief summary of Prof. Berwick's work on the condition that a general quintic may be metacyclic in the field of its coefficients.

The Evolution of an English Town: Pickering, Yorkshire.

By GORDON HOME. (3s. 6d. Dent.)

This book is a welcome acquisition to a class of literature that is by no means as wide as it ought to be. It is sometimes difficult to interest people in the history of their country; but this difficulty would perhaps be overcome if we could first of all interest them in the history of their own particular district. No one who reads this book will feel that Mr. Gordon Home has not done good work in this direction. If work of a like character could be given to other districts, it would no doubt stimulate an interest which would not end with the study of a particular town, but would create the desire to fit the local history in the whole scheme of the national history. The book is well balanced, for it has enough antiquarian interest to make it readable to the student, and enough general interest for the ordinary reader. The author has done well to give us the folklore of the district, and this is not without its educational value, for in this "scientific age," when almost everything is brought down to the touchstone of reason, it is a pleasure to read what our forefathers believed, even if it was superstition; such old tales and beliefs have played a part in the mental and spiritual evolution of the nation which has too often been underestimated. The book is well illustrated, and the many drawings and photographs give an added interest to a volume that cannot be too highly praised.

"Poetry and Life Series."—*Walt Whitman and His Poetry.* By H. B. BINNS. (1s. net. Harrap.)

We would call special attention to the latest volume of this well planned and well executed series. The earlier volumes, some of them at least, were too much like anthologies, and lovers of Keats, of Coleridge, of Horace, had no need of elegant extracts. Walt Whitman, however, though he is slowly coming to his own, for the English public is still an unexplored wilderness. His works, *pace* Mr. Binns, are not easily accessible in England (the Camden edition is in ten volumes), and none of the selections (that by W. M. Rossetti dates from 1868) is satisfactory. Mr. Binns writes as a "friend and lover," and how intimately he knew Whitman is proved by his *Life of Whitman*, the best of the many memoirs and biographies. But Mr. Binns is not only a kindred spirit, but himself a poet of no mean order, and his whole-hearted admiration of the master at whose feet he sat has not blunted his critical judgment or blinded him to the feet of clay. He frankly acknowledges not only the crudities, but also the moral aberrations, of a self-made man, unschooled, and to the very end too proud to learn of past masters of the craft, and recognizes that the pure gold is buried beneath masses of scoriae and rubbish. None the less he maintains that the residue is pure gold; that there is in Whitman an original vitality, the creative power that distinguishes the major poet. The poems here quoted are sufficient in number and extent for the reader to confirm or correct this judgment. Four of the longer poems, occupying some forty pages—"The Song of the Open Road," "Out of the Cradle," "When Lilacs Last," and "Passage to India"—are given entire, besides the lyrics and lyrical extracts that are beginning to find their way into anthologies. The man will live. Whether his poems will survive and be treasured by posterity as a prototype of the poetry of the future we may question; but Mr. Binns has shown us how to read them with understanding, and convinced the most sceptical that they are worth serious study, *Leaves of Grass* no less than Pope's *Essay on Man*. Whether during the last half-century America has advanced towards that pure democracy, the land of liberty and equality that welcomes all comers, without respect of race or religion, wealth or birth, is another question, on which Mr. Binns preserves a discreet silence.

This England: an Anthology from her Writers. Compiled by EDWARD THOMAS. (2s. 6d. Clarendon Press.)

Mr. Thomas has added to the large number of existing anthologies a new one, which at least has the merit of being unusual in tone and character. It contains fragments taken largely from the less known English classics. Their significance as illustrating the title is not always obvious, Mr. Thomas's genius, and therefore his choice, being somewhat freakish; but perhaps it is a good

thing that the casual reader should be stimulated to think and wonder. Certainly it is well that he should be driven to turn to the originals for further enlightenment, or to re-read his own favourites in order to prove to himself that they would provide material for a better selection than this one. So thanks are due to Mr. Thomas and the Clarendon Press for producing this new anthology at a time when the *indirect* patriotism referred to in the preface is certainly needed to keep the balance true.

A Book of Victorian Poetry and Prose. Compiled by Mrs. HUGH WALKER. (3s. net. Cambridge University Press.)

Can there really be a demand equal to the supply of these collections and selections of prose and poetry? This *Book* (intended to accompany *Outlines of Victorian Literature*, by Prof. and Mrs. Walker) is compiled with taste, and shows a wide familiarity with Victorian literature. We rather regret that Mrs. Walker should have headed two stanzas from Meredith's *Modern Love* as if they were the whole. We think she might well have included a complete poem.

Coronata: a Book of Poems in Rhyme and Rhythm. Edited by RICHARD WILSON, D.Lit. With eight coloured illustrations. (Dent.)

This is yet another addition to the large number of anthologies which seem now to flood the market. The contents are very miscellaneous; it is indeed somewhat of a shock to come upon Hood's absurd doggerel about Sally Brown immediately after a fragment of Wordsworth's *Ode on Intimations of Immortality*. The pieces on the whole are less familiar than in many of these collections, and will give pleasure to readers.

Black's History Pictures. Edited by G. H. REED, M.A.

(10d. per set. Black.)

We can warmly recommend this series as most carefully and competently compiled and most moderate in price. The five sets cover the ground from earliest times to 1915; each set contains about 80 pictures, with explanatory letterpress. The pictures are on detachable sheets, so that they can be used to pass round a class or to pin up in a classroom. The majority of the pictures are from contemporary and authentic sources. There are also drawings and photographs of places still existing. Where the illustrations are from Calthrop's *English Costumes*, it would have been as well to quote their original source; also a few "fancy" pictures might have been omitted.

Ce que j'ai vu de la Guerre. Par JEANNE ROLIN.

(1s. 6d. Constable.)

The author, a native of the little village of Courcy, between Laon and Reims, tells for children the simple story of what happened to her and her family during the first weeks of the War. It ends abruptly with "Plus d'Allemands . . . la vie reprendra bientôt son cours normal." The story is simply and naturally told, but little has been done to adapt it for an English class of beginners. For frontispiece there is a picture of Reims Cathedral before the War, and at the end are notes entitled "vocabulaire," giving a paraphrase of the hard words; but beginners need much more—in particular a rough map. *L'airain* is not *le fer*, and Longfellow's *Village Blacksmith* is not a *charron*. We cannot help contrasting as a work of art *La Dernière Leçon* of Daudet.

(1) *The Schoolmasters Yearbook and Directory*, 1916. (12s. 6d. net.) (2) *The Public Schools Yearbook*, 1916. (5s. net.) (The Yearbook Press.)

We have merely to record the appearance of these two standard annuals with virtually no change in essentials from last year. The editors apologize for their late appearance, but the material difficulties of publication are so great that no excuse is needed. Any account of the changes in secondary education caused by the War must needs be partial and imperfect, yet we cannot but regret that any forecast has been postponed till the coming year. The War has so seriously affected higher education both in the numbers and curriculum that it is quite possible to see the trend of events and judge of the direction that these changes will take. We are grateful for the brief official account of the annual meeting held last year at the Board of Education, of which, as far as we are aware, no record has hitherto appeared in the public press. The pagination of the two books remains almost the same, and curiously enough the *Directory* is the same to a page.

A LONG Vacation Course for Students and Teachers of French will be held at University College, London, from August 7 to August 26, under the direction of Mr. Daniel Jones, M.A., University Reader in Phonetics. The Course will include lectures on the Methods of Language Teaching and on French Phonetics, together with daily ear-training exercises and practical classes in pronunciation. Particulars may be obtained from the Secretary of the College.

UNIVERSITIES AND SCHOOLS.

LONDON.

The late Mr. Stanley Boyd, surgeon at the Charing Cross Hospital, has bequeathed to the University, subject to a life interest, the residue of his estate, estimated at £10,000 to £15,000, for the purpose of a professorship in Pathology at Charing Cross Hospital Medical School.

An amendment of the regulations in Arts for internal students which will come into effect next year should be widely known among teachers. Students will not be permitted to sit for the Intermediate Examination unless they have previously shown a knowledge of Latin of Matriculation standard, tested by examination. This should encourage students in secondary schools to take Latin at the Matriculation or equivalent examination, for the apparent object is to increase the number of students who will begin their Intermediate Course in Arts with a working knowledge of one classical language.

According to its Annual Report, University College, like other institutions, has suffered from the War. The number of students fell from 2,206 in 1913-14 to 1,416 in the following session, the latter number including 123 refugee students. The revenue from fees has declined in the two sessions by £24,000, towards which a Treasury grant of £10,500 has been received. One result of the War has been to encourage effective co-operation between the various London colleges, whose staffs and classes have been depleted.

The report of the Military Education Committee of the University for 1915 affords evidence of the substantial contribution to the War which the University O.T.C. has provided. Up to the end of 1915, 2,228 cadets and ex-cadets had taken commissions, and, in addition, 273 other graduates and students had received commissions on the recommendation of the Committee. The list of honours and distinctions is most creditable, including, for former cadets, 1 V.C., 25 military crosses, 63 mentions in despatches (four mentioned twice), and 1 *médaille militaire*. 86 officers who were formerly cadets of the Contingent have fallen in the War, representing a proportion of 1 in 24, or a much higher proportion if those

only who have been to the front are taken in account. The Contingent is now restricted to persons not liable for service under the Military Service Act. I understand that practically all the medical students who have been permitted to continue their studies with a view to qualifying in the immediate future are enrolled in the University O.T.C. It is surprising to think that, seven or eight years ago, there was no military organization in the University, or, indeed, any means officially recognized of training University students for commissions. As the O.T.C. movement was taken up with equal vigour in other Universities, the value of its work in the present War must be very considerable.

Presentation Day is fixed for Wednesday, May 10, and the usual University service will be held in Westminster Abbey in the evening, the Archbishop of Canterbury being the preacher.

OXFORD.

LADY MARGARET HALL.—The following scholarships and exhibitions have been awarded:—A "Jephson" Scholarship of £60 to Freda Mary Pym, Cheltenham Ladies' College (English); a scholarship of £50 to Beatrix Warr Edwards, Clapham High School (English); an exhibition of £40 to Phyllis Dorothy Brookes-Smith, Godolphin School, Salisbury (English); an exhibition of £30 to Vera Joscelyne, Winchester and Godolphin Schools (Classics); an exhibition of £20 to Lettice Ulpha Cooper, St. Cuthbert's School, Southborne (Classics). The following scholarships will be offered at Lady Margaret Hall in 1917:—The Old Students' Scholarship of £70 a year, only given to candidates who can prove their need of pecuniary aid; the James Cropper Scholarship of £50 a year; and the Mary Talbot Scholarship of £40 a year. One or more exhibitions will also be offered should candidates of sufficient merit present themselves.

ST. HUGH'S COLLEGE.—The following scholarships have been awarded:—The "Old Students" Scholarship of £30 to Irene M. Sims, Derby High School (History); a scholarship of £25 to Evelyn Stopford, Notting Hill High School (History). The following scholarships will be offered at St. Hugh's College in 1917:—Two scholarships of £25 a year.

(Continued on page 284.)

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WALES.

The King has approved of the appointment of the Royal Commission on University Education. Viscount Haldane is the Chairman, and the choice is a good one because of his experience in connexion with the

University Commission.

University of London and his wide knowledge of the problem of higher education. The three Commissioners who may be said to represent the standpoint of Wales are Sir Henry Jones (of Glasgow University), Sir Owen M. Edwards, and the Hon. W. N. Bruce, and their appointment is generally welcomed in University circles. Sir William Osler's inclusion in the Commission is a guarantee that the claims of medicine will be carefully and sympathetically considered, and, as the genesis of the Commission is traceable to the difficulties in connexion with the Medical School at Cardiff, it is only right that due prominence should be given to this question. We are also pleased that Miss Emily Penrose, Principal of Somerville College, is on the Commission, as the University of Wales has recognized to the fullest degree the rights of women to all the privileges of higher education.

The terms of reference are as follows:—"To inquire into the organization and work of the University of Wales and its three constituent Colleges, and into the relations of the University to those Colleges, and to other institutions in Wales providing education of a post-secondary nature, and to consider in what respects the present organization of University education in Wales can be improved and what changes, if any, are desirable in the constitution, functions, and powers of the University and its three Colleges."

It will be seen that they are very wide and comprehensive in character, and that every aspect of University education can properly come within the consideration of the Commission. One of the questions that is certain to be discussed is the relation of the University to the technical colleges which are already in existence in the Principality. Some years ago the Swansea Council made a strong effort to secure the privilege of affiliation for its local institute in the departments of science, metallurgy, and engineering, but no progress was made. There is no doubt that the appointment of this Commission will give them another opportunity of enforcing their claims, and it is probable that the Commission will be inclined to regard them sympathetically.

An interesting Conference has just been held at Cardiff on the

Moral Effect of Kinemas.

subject of the moral influence of kinemas on the rising generation, and to consider what steps should be taken to "secure that the performances should be of the highest and best character possible."

From the newspaper reports, one gathers that the speakers were unanimous in their condemnation of several films which have recently been exhibited on account of their immoral tendency and their sensational character. A resolution was ultimately passed that all films should be censored by a Government Department. The kinema problem, of course, presents no special features in Wales, but it is encouraging to find that at last the public generally is becoming alive to some of the undoubted dangers attending the unrestricted display of films.

It is regrettable that no teachers were invited to state their views on the question at the Conference, as they are naturally deeply interested in the question, as it is one affecting the moral and intellectual progress of their pupils. Moreover, they have given very special attention to it, and they could have given the Conference real guidance.

IRELAND.

The War dwarfs all other topics at present, and opens so many channels to the public energy and expenditure that other fields of labour must needs suffer—education amongst the rest. There is little new activity in the educational world. The Universities pursue their work, but their numbers are more or less diminished, and the thoughts of their students are diverted from the learning of the past to the life of the present. Trinity College has just completed the publication of its official War List—a list which is still growing and must be added to day by day. It contains over 2,200 names; of these, 130 are of those who have fallen in action or succumbed to wounds or disease, while 115 have been wounded. Between 500 and 600 students of the Queen's University have been drawn into the War.

The Wray Prize, the chief distinction awarded in metaphysics in the undergraduate course in Trinity College, has just been gained by a woman student, Miss E. Moore.

At the last meeting of the Senate of Queen's University, Prof. Johnston Symington was chosen to represent the University on the

(Continued on page 286.)

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General Medical Council, in succession to Sir William Whitla, who has retired. The Senate decided that the University should take part in the Tercentenary Shakespearean celebrations in Belfast.

The Royal College of Science in Dublin loses a valued member of its teaching staff through the appointment of Prof. Gilbert Morgan, D.Sc., F.R.S., to the Chair of Chemistry in the Technical College of the City and Guilds of London Institute in Finsbury.

The returns of the collections made by the Gaelic League throughout the country during "Language Week" in March are not yet complete, but so far they go to show that the work of the League has not suffered as much as might have been expected from the general depression of all things (except prices) at the present moment. A special work has been organized and is already being put into effect in the Gaelic-speaking districts in order to save the language still living there from the fate which has befallen it elsewhere, and a special fund has been raised for the purpose. Another sign of activity is the establishment of a new monthly entitled *An Lóchrann (The Lamp)*, written wholly in Irish.

There has been a slight friction lately between the Gaelic colleges and the League owing to a circular issued by the League calling a meeting for Easter Tuesday to establish a Conference of the Irish Colleges. As the Colleges are not in any way under the authority of the League, and have already a Conference, which meets from time to time to settle matters of mutual concern, they resented the step and declined the invitation. Such a misunderstanding may be regrettable, but it hardly amounts to what the *Irish Times*, in a notice, called it—a "Split in the Gaelic Camp."

PRIZE COMPETITIONS.

The award of the Translation Prize for April is unavoidably postponed.

A Prize of Two Guineas is offered for the best translation of the following extract from Victor Hugo's Letters:—

Je vous écris d'Anvers, cher Louis, c'est tout vous dire ; je suis

en pleine Flandre, à même les cathédrales, les Rubens et les Van Dyck. C'est un admirable pays.

Hier j'étais au haut de la flèche de cette merveilleuse cathédrale, et je pensais à vous. Je pense à vous toutes les fois qu'une chose contient un tableau ou une pensée.

Je voyais, du même regard, devant moi la mer et Flessingue à vingt-deux lieues, à gauche la Flandre et les tours de Gand, à droite la Hollande et la flèche de Bréda, derrière moi le Brabant et le clocher de Malines ; puis l'Escaut, large et brillant au soleil, et, entre la mer et l'Escaut, les polders inondés, une prairie de cinq lieues de tour changée en lac, à droite une autre prairie toute verte et scintillante de maisons blanches ; à mes pieds les quelques toits de la tête de Flandre bloqués par l'eau ; sous moi Anvers, qui est, au dix-neuvième siècle, comme était Paris au seizième, un amas magnifique d'églises et d'hôtels, de toits taillés, de pignons contournés, de clochers carrés et pointus, avec mille accidents de tourelles et de façades étranges ; de grosses vieilles maisons amusantes, qui sont la Boucherie, qui sont la Draperie, qui sont la Bourse ; un devant d'hôtel de ville qui ressemble à une architecture de Paul Véronèse, un portail d'église qui ressemble à un fond de Rubens et qui est de Rubens ; mille voiles sur l'Escaut ; dans un coin du paysage le chemin de fer où disparaissait un convoi de wagons, près du chemin de fer une grande étoile de gazon couchée à plat sur le sol qui est la citadelle, enfin au-dessus de tout cela un ciel de nuages déchiquetés comme dans Albert Dürer avec un beau rayon de pluie qui tombait au loin ; voilà ce que je voyais hier, en regrettant que vous ne le vissiez pas.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

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A selection of Poems and Rhythmical Prose Passages from Shakespeare to the present day. Arranged in chronological order. May be used as a companion to a first course in English poetical literature.

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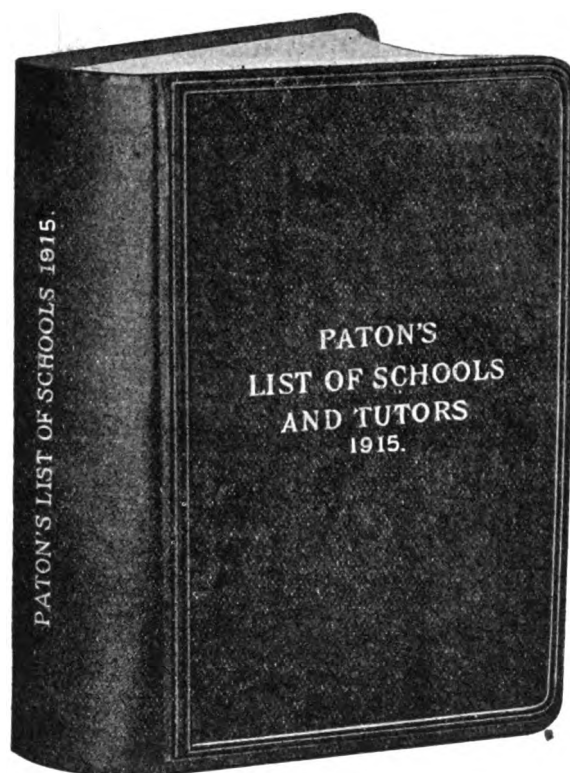
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GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

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have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** of good-class Boarding and 5,386. Day School in Surrey. 10 Boarders and 32 Day Girls. Gross receipts nearly £1,000. £300 required for goodwill. Very well equipped premises.

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No. **TRANSFER** of old-established and successful 5,367. Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

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Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. **No charge** is made to Purchasers.

These School and Teachers' Advertisements are continued from page 246.

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1889 are *out of print*. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are *out of print*.

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CORRESPONDENCE LESSONS.

MISS A. W. GREGORY, L.L.A., Coaches orally and by correspondence in History and Literature, Early English, French, and German for the Matriculation, Cambridge and Oxford Higher Locals, and other University Examinations. School Examinations undertaken.—3 Ickburgh Road, Upper Clapton, N.E.

LADY B.A. Honours, London, Registered Teacher. Coaches orally and by correspondence. Mathematics, Classics, French, English. Successes at Matriculation and other Examinations. Boys prepared Public Schools.—207 Adelaide Road, Hampstead, N.W.

Elocution, &c.

ELOCUTION, VOICE-PRODUCTION &c.—Miss ROSE PATRY'S SCHOOL, 3 LOWER SEYMOUR STREET, W. President: Sir J. FORBES-ROBERTSON, New Term, May 5th. Teachers and Reciters trained. Classes and Private Lessons. Pupils coached for Examinations. Stammering and other Speech Defects treated. Schools visited. Theatricals Stage-managed. Prospectus forwarded.

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Miss GERTRUDE TOOGOOD. RECITING, READING, PUBLIC AND PRIVATE SPEAKING. BREATHING EXERCISES (chest expansion and carriage). STAMMERING and ALL SPEECH DEFECTS. DICTION and SONG INTERPRETATION for Singers. Professional Pupils fully prepared for Recitals and Teaching. Schools visited. Bradford, York, and Harrogate visited weekly. Terms, STUDIO, 6 SOUTH PARADE, LEEDS.

Partnership Offered.

PARTNER or **SUCCESSOR** wanted in May or September in a successful high-class Boarding School for Girls near London. Must be an educationist of distinction, refined and businesslike. Capital or connexion desirable. Applications must be explicit and will be received in strict confidence. Address—No. 10, 142.*

Sale or Transfer.

SURREY.—FOR SALE.—High-Class SCHOOL (Day and Boarding), established nine years, good connexion; healthy locality. Modern premises. Gross receipts about £1,000. Address—No. 10, 150.*

PRINCIPAL wishes to dispose of **DAY AND BOARDING SCHOOL**, 16 boarders, 30 day pupils. Suit Sisters, or lady having a few boarders. Easy terms. Address—No. 10, 154.*

Good Home Offered.

FRENCH Lady would take an orphan: one who, ruined by the War, will have to earn own living. Lessons in Shorthand, Typewriting, Book-keeping, Spanish, Piano, and French given by herself. Comfortable house near Eiffel Tower Park. Excellent references in England and France. Moderate Price.—Mlle LAMY, 29 bis Avenue de La Motte-Picquet, Paris, VIIe.

ADVERTISEMENT and other matter for **JUNE** issue should reach the office by **May 24th**. Urgent Notices of **Posts Vacant** and **Wanted** can be received up to **May 26th** (first post).

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

X Other Transfers and Partnerships are continued on page 290; other School and Teachers' Advertisements are continued on pages 289, 290, 291, 292, 293, 294, and 295. **X**

THE JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges for the Summer Term and for September should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

SCIENCE AND MATHEMATICS.

Mathematical Mistress, in September, in Public School in Midlands. Degree or equivalent, and training or experience essential. Geography or Botany needed. Salary £125 non-resident. JA 11742

Mathematical Mistress, in September, in Girls' Secondary School in Lancashire. English or French up to Third Form standard needed. Salary about £120 non-resident. JA 11743

Mathematical Mistress, in September, in Girls' Secondary School in Lancashire. Cambridge Tripos and experience needed. Initial salary £110 to £130 non-resident. JA 11801

Science Mistress, in September, in Girls' Endowed School in London, S.W., to teach Botany and Mathematics or Latin. Churchwoman. Salary £120 to £140 non-resident. JA 12018

Mathematics and Science (Botany essential) Mistress, in September, in Girls' High School in Shropshire. Degree and experience. Initial salary £120 non-resident. JA 12049

Science Mistress, in September, in Girls' High School in Lancashire, to teach Botany, Elementary Mathematics, Physics, Chemistry desirable. Salary from £120 non-resident. JA 12066

Junior Mathematical Mistress, in September, in Public School in Gloucestershire. Oxford or Cambridge woman and training or experience needed. Salary £120 to £125 non-resident. JA 12082

Assistant Lecturer, in September, in a London Polytechnic for Physiology and Hygiene. Salary £100 non-resident, rising to £180. JA 12084

HISTORY AND ENGLISH.

Mistress, in September, in Public School in Lancashire, to teach History. Good qualifications essential. Salary £130 non-resident. JA 11818

Mistress, in September, in Public School in Scotland, to teach History. Oxford Honours History preferred. Experience essential. Age not under 26. Salary £120 to £150 non-resident. JA 12061

Mistress, in September, in Grammar School for Girls in Lancashire, to teach English. Oxford Honours English preferred. Training desirable. Salary £120 to £130 non-resident. JA 12062

Mistress, in Summer or September, in High School in Kent, to teach History and good French Reading. Salary £120 to £135 non-resident. JA 12074

Mistress, in September, in Public School in Warwickshire, to teach English and some German. Oxford or Cambridge woman desired. Experience essential. Salary £140 to £160 non-resident. JA 12078

MODERN LANGUAGES.

Mistress, in September, in Public School in Herts for good French and German. Good degree and experience essential. Salary not less than £120 and rooms. JA 11443

Mistress, in September, in Public School in Midlands, to teach French (Phonetics needed), English or Needlework or Arithmetic. Good qualifications and residence abroad essential. Salary £125 non-resident. JA 11589

Mistress, in September, in High School in Cheshire, to teach French. Honours degree, training, or experience needed. Salary £125 to £135 non-resident. JA 12012

Mistress, in September, in Public School in Cheshire, to teach French and Latin to Matriculation standard. Honours degree and experience essential, training and residence abroad desirable. Initial salary £120 non-resident. JA 12046

Mistress, in September, in Public School in Northants for French, some German and English. Good qualifications needed. Salary about £130 non-resident. JA 11756

Mistress, in September, in Public School in Northumberland for French and some English. Residence in Mistresses' Hostel. JA 12069

CLASSICS.

Mistress, in May, in Boys' School in Essex for Latin and some English. Salary from £130 non-resident. JA 12041

Mistress, in May, in Boys' School in Cumberland, for good Latin and fair Greek; French or English Literature. JA 12067

GEOGRAPHY.

Mistress, in September, in High School in Shropshire, for Geography and English or History. Good Geography Certificate needed, and training or experience. Salary £110 non-resident. JA 12036

Mistress, for Summer Term only, in Public School in Wales, to teach Geography. Junior French desirable. Salary at rate of £140 non-resident. JA 12068

Geography Mistress, in September, in County Secondary School in Notts. Some Latin and Needlework. Degree or Cambridge Higher Local. Salary from £100 non-resident. JA 12070

JUNIOR FORM AND KINDERGARTEN.

Mistress, in September, in High School in Hants, for First or Second Form, and some subject in Higher Forms. Training and experience needed. JA 11852

Kindergarten and Preparatory Mistress, in September, in High School in Worcestershire, 25 children 5 to 8 years. Students to be prepared for N.F.U. Higher Certificate. Good experience. Churchwoman. Salary £120 to £130 non-resident. JA 12608

Junior Form Mistress, in September, in Grammar School in Lincolnshire, for children

of 8 to 11 years. Nature Study needed, and Needlework or Singing or Drawing. Salary £105 non-resident. JA 12038

First Form Mistress, in High School in Warwickshire. Needlework and Junior Singing needed. N.F.U. Certificate and experience essential. Salary £100 to £120 non-resident. JA 12079

Third Form Mistress, after Whitsuntide, in Girls' Grammar School in Herts, to teach History, English Grammar, Arithmetic, and to supervise Games. Salary £80 and rooms. JA 12080

COLONIAL POSTS.

Wanted, in Girls' Collegiate School, Natal:—

(1) **Domestic Economy Mistress** experienced, (2) **Junior Form Mistress** Sewing or Drawing needed, (3) **Form Mistress** for Mathematics, History, English, (4) **Music Mistress** for Singing, Elocution, Elementary Piano, L.R.A.M. or A.R.C.M. Salaries for (1), (3), (4), £90, £100, £110 resident in three successive years; for (2), £70, £80, £90, resident. Passage paid in all cases. JA 11637, 11910, 12052, 12053

Two Mistresses, wanted in September in a high-class Private School in Canada, one for Latin, the other for Mathematics. Good qualifications needed. Salaries for each post \$800 a year non-resident and \$50 towards passage. JA 12020, 12021

PRIVATE SCHOOL POSTS.

Mistress, in September, in Private Day School (60 to 80 girls) in Kent, to take Third Form and teach Mathematics, Botany, Nature Study, Geography. Games desirable. Degree and training or experience needed. Salary £60 to £70 resident. JA 11928

Two Mistresses, in September, in Private School in Scotland (1) to teach Latin, Mathematics, History, (2) Drawing and Geography. Experience desirable. Salaries £50 resident. JA 11848

Mistress, in May, in Private School in Cheshire for Drawing, Painting, Nature Study, Drill, English, Games. Age 20 to 30. Salary £40 resident. JA 12073

GYMNASTICS AND DOMESTIC SCIENCE.

Mistress, in September, in high-class Private School (50 girls) in Sussex for Swedish Drill, Games, Massage, Remedial Exercises, and Secretarial work, or Housecraft. Dartford or Bedford training. Salary £60 to £70 resident. JA 12055

Domestic Science Mistress, in September, in a Cookery School in the West of England. Cookery and Needlework or Dressmaking needed and experience. JA 12050

There are also on the books many posts vacant now for well qualified Mistresses in Boys' Schools for the "Period of the War." Mathematics and Science Mistresses are specially needed.

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

Girls' Schools for Sale.

MIDLANDS.—10 boarders, 60 day pupils. Gross income £1,500, net ditto £378. Principals retiring. Goodwill only £450. School furniture at valuation. Part purchase money can remain for a time.—No. 2,970.

SURREY.—HIGH-CLASS BOARDING AND DAY. Gross receipts £1,500. 19 boarders, 13 day pupils. Principals retiring. Goodwill £500.—No. 2,969.

NORTH OF ENGLAND.—Income about £1,300. 9 boarders, 45 day pupils. Exceptionally good opening. No premium for goodwill. Furniture about £250. Vendor must sell by July.—No. 2,972.

SCOTLAND.—BOARDING AND DAY SCHOOL. Net income about £300. 16 boarders at about 45 guineas and 60 day pupils. Rent only £120. Reasonable terms of sale.—No. 2,973.

NEAR LONDON.—FIRST-CLASS SCHOOL. Average net profits £1,100. 14 boarders at nearly £100 per annum each and 63 day pupils at high fees. Price for goodwill and furniture, £2,000.—No. 2,979.

CHESHIRE.—GIRLS' DAY SCHOOL with Boys' Preparatory Department. Gross receipts £648, net £240. 63 pupils. Goodwill only £200.—No. 2,971.

MIDDLESEX.—GIRLS' and BOYS' PREPARATORY SCHOOL. 6 boarders and 15 day pupils. Beautiful locality. Gross receipts £350. Rent only £42. Goodwill £120. School furniture £25.—No. 2,976.

For full particulars of above and complete list of Girls' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand.

Boys' FOR TRANSFER AND Schools PARTNERSHIPS.

WEST COAST.—Income about £2,150. Net profit considerable. 120 pupils, including about 23 boarders. Goodwill and very valuable furniture (household and school), £1,600 or close offer. Only about £800 to £1,000 down.—No. 6,662.

PARTNERSHIP in School within about 100 miles of London. Gross income £2,300, net about £450. 37 boarders, and 36 day pupils. Price for half share of goodwill, furniture and certain buildings, £1,000.—No. 6,663.

SOUTH COAST.—BOARDING AND DAY SCHOOL. Gross receipts about £2,000. Number of boarders 25, and 26 day pupils. Terms of sale to be arranged.—No. 6,664.

SEASIDE.—Income about £1,000. 10 boarders, 55 day pupils. Very reasonable terms of sale.—No. 6,667.

LANCASHIRE.—BOARDING SCHOOL. 51 boarders. Fees varying up to 30 guineas, and extras. A premium of £6 for each pupil transferred will be accepted. School furniture at valuation. Very fine house, and grounds of 24 acres.—No. 6,673.

SURREY.—Successful DAY SCHOOL FOR BOYS, with 4 or 5 weekly boarders. 55 pupils. Average receipts £600. Goodwill and School plant only £225. Excellent opening.—No. 6,668.

CAMBRIDGESHIRE.—For Sale through illness, BOYS' SCHOOL. 8 boarders, 39 day and weekly boarders. Large premises and extensive grounds. Rent £88. No premium for goodwill. All school furniture and house fixtures £250.—No. 6,699.

LONDON, N.—BOYS' DAY SCHOOL. Old established. Income about £450, net about £200. No. of pupils £80. Goodwill £300 or close offer.—No. 6,706.

For further details of the above and complete list of Boys' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

GYMNASTIC, GAMES, and SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE. Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Eloquution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

A HEAD MISTRESS desires to recommend her late SENIOR FRENCH MISTRESS (now serving with V.A.D. abroad) for a post in September. Long residence abroad. Certificates: Alliance Française (Hons.), Oxford Honorary School of Modern Languages (distinction in Oral). Five years' successful experience in a School of over 300. For particulars apply—HEAD MISTRESS, Redland High School, Bristol.

SWEDISH EDUCATIONAL and REMEDIAL GYMNAST requires for September non-resident post in good School. Elementary English or Handwork offered in lieu of Games. Experienced and well qualified. Address—No. 10,155.*

LADY, with young daughter, is most highly recommended as HOUSE-KEEPER or LADY COOK-HOUSEKEEPER to Girls' School where child can be in the School. Good cook and manager. Address—No. 10,156.*

ART MISTRESS.—Visiting post required. Secondary Schools and Training College experience—Art Masters' certificate—Clay Modelling and Design, Handwork. Apply—H., 130 Elm Park Mansions, Chelsea, S.W.

MUSIC.—Lady, experienced teacher, desires Visiting Engagement in neighbourhood of London. Preparation for L.R.A.M. and other examinations. Pianoforte. Harmony. Form. Address—No. 10,159.*

SECRETARY.—Lady, 24, well educated, desires post in School or College, 5 years' experience. Shorthand and Typewriting, speeds 100/50; knowledge of Book-keeping. Apply—118 Gleneagle Road, Streatham, S.W.

LADY HOUSEKEEPER, who has had considerable experience in the care and training of children in Boarding School and private families, wants post as MATRON. Address—No. 10,161.*

ADVERTISEMENT and other matter for JUNE issue should reach the office by May 24th. Urgent Notices of Posts Vacant and Wanted can be received up to May 26th (first post).

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

Posts Wanted—continued.

A LADY, with Cambridge 1st Class Honours Natural Sciences Tripos Certificate, and experience in Public-school Teaching, is open to take temporary work in a School for the period of the War. London District or Midland Counties preferred. Salary at a rate of not less than £160 per annum. Address—No. 10,158.*

MATHEMATICAL MISTRESS requires post in September. Cambridge Higher Local Honours. Twelve years' experience. Preparation for Cambridge and Oxford Locals and London Matriculation. Book-keeping. Boys preferred.—A. A. SMITH, Banham, Attleboro', Norfolk.

Mlle ANCEAU, Brevet Supérieur, Officier d'Académie, for 10 years French Mistress, Francis Holland School, Baker Street, seeks re-engagement for September. High average of passes and distinctions in Pupils' Examinations. French History and Literature Classes. Coaching. —10 Westbourne Square, W.

WANTED, post as SCIENCE, MATHEMATICAL, or GEOGRAPHY MISTRESS from the middle of June to end of term. M.Sc. degree. Seven years' teaching experience. Address—No. 10,162.*

THOROUGHLY experienced HOUSEKEEPER-MATRON. Churchwoman. Excellent references, good organizer, certified cookery. Thoroughly domesticated. French (acquired Paris).—326 H. HOOPER'S, 13 Regent Street, London. Introduction free. Established 1881. (Many excellent Teachers seeking re-engagements.)

AS LANGUAGE MISTRESS. Principal warmly recommends bright young French Lady, Diplômée. Accustomed to English School routine, pupils 12 to 18 years. French. Singing, Dancing, Needlework.—336 F. HOOPER'S, 13 Regent Street, London. Others. Introduction free. Principals invited to state requirements. Established 1881.

POST in London School required for War only, by officer's wife. Salary £130 to £150. Oxford Honours (Degree) Teaching Diploma. 5 years' experience. Used to mixed staff and boys and girls. Subjects chiefly Geography, History, English. Apply.—Mrs. B., The Vicarage, Bedford Park, W.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

SCHOLASTIC. EASTER VACANCIES.—Graduates and other well qualified Assistant Masters who are seeking appointments in Secondary and other Schools should apply (as soon as possible) with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.** Notice sent at once of all suitable appointments.

BATTERSEA POLYTECHNIC, LONDON, S.W.

The Governing Body invite applications for the appointment of an ASSISTANT LECTURER in the Hygiene and Physiology Department. Candidates should hold a degree or its equivalent in Physiology. Commencing salary £150 per annum, and a contribution towards a superannuation fund. For particulars send stamped addressed envelope to the SECRETARY.

TO ASSISTANT MISTRESSES.

Telegraphic Address—
"SCHOLASQUE, LONDON."

EASTER AND SEPTEMBER VACANCIES.

Telephone—
GERRARD 7021.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

India.—Vice-Principal holding University qualifications. Maths. or History necessary. £240 non-resident.—No. 262.

Latin and French for Secondary School. £130 to £140 non-resident.—No. 380.

Geography and History for Secondary School. Graduate not essential. £126 non-resident.—No. 382.

For County School.—Mistress for good French and Latin. Degree necessary. £120 non-resident.—No. 394.

Graduate or equivalent for Secondary School. Geography and Drill. £100, rising to £140, non-resident.—No. 395.

Mistress for Boys' School. Latin, Greek, French, and English. Fairly good salary non-resident.—No. 397.

Two Certificated Mistresses for Secondary School. Salaries respectively £100.—No. 400.

Natal.—Form Mistress, with Mathematics, History, and English. £90 resident. Passage paid.—No. 401.

Form Mistress for Boys' School. Latin and French desired. About £100 non-resident.—No. 403.

Assistant Mistress for Boys' School. French and Mathematics. £60 resident.—No. 405.

Mistress for Boys' School. General Form work. Graduate desirable, not essential. £90 resident.—No. 406.

Three Assistant Mistresses for general subjects. Public School near London. Fair salaries non-resident.—No. 415.

Junior Teacher for Grammar School for Boys. General subjects. £110 non-resident.—No. 430.

Assistant Mistress for Boys' Preparatory School near London. Latin, elementary Greek, English. £60 resident.—No. 433.

Mistress for Boys' Preparatory School. General subjects. £60 resident.—No. 436.

Graduate as Junior Form Mistress. £100, rising to £160 non-resident.—No. 390.

Graduate or equivalent for Secondary School. English, Class Singing. £125 non-resident.—No. 392.

Junior Form Mistress for important County School for Boys. Good salary non-resident.—No. 375.

History and Mathematical Mistress. Private School. £60 to £70 resident.—No. 340.

Resident Mistress for first-class London School. German and Mathematics, or German and Italian. £60 to £70 resident.—No. 322.

Junior Form Mistress for County School. About £100 to £120 non-resident.—No. 296.

Experienced Mistress for Seaside School. English, History, French and Latin. £60 resident. No. 285.

English Mistress with Games or English and Mathematics. £60 resident.—No. 291.

English, General Form, and other Vacancies—continued.

Assistant Mistress for first-class School near London. Latin, elementary Greek, English. A good salary resident to an efficient Mistress.—No. 264.

Lower Form Mistress for Boys' County School. English and History. £130 non-resident.—No. 268.

First Assistant Mistress for Private School on South Coast. English, Arithmetic, Latin, and Mathematics. £60 resident.—No. 241.

Junior Form Mistress for Boys' School (Private). £60 resident.—No. 229.

Mistress for Boys' School. Geography to Senior Cambridge, junior English. £100 non-resident.—No. 246.

French and History. Private School, Midlands. £60 resident, or £75 if with Degree.—No. 200.

Assistant Mistress for Girls' Grammar School. Geography and History or French, some Junior Form work. £100 non-resident, rising to £140.—No. 359.

Junior Form Mistress holding full Kindergarten Certificate. £100 non-resident.—No. 352.

Experienced English Mistress for London School. £100 to £120 non-resident.—No. 330.

General Form Mistress for Private Boys' School in London. £60 resident.—No. 361.

Assistant Mistress for English and Mathematics for Boys' Secondary School. £120 non-resident.—No. 325.

Graduate for English, Literature, Latin, and Botany. Girls' Public High School. £60 resident.—No. 309.

20 Form Mistresses for Private Schools. General subjects. £50 and £55 resident.

Art Mistress for School in the North. £50 resident.—No. 228.

MATHEMATICAL AND SCIENCE VACANCIES.

Mathematics and Physics or Geography. Boys' Grammar School. £160 non-resident.—No. 429.

Mathematical Teacher for County School for Boys. £130 non-resident.—No. 437.

Assistant Lecturer for London Technical School. Degree in Physiology desired. Hygiene necessary. £150 rising to £180 non-resident.—No. 428.

Science and Mathematical Mistress for Boys' Grammar School. £150 non-resident.—No. 426.

Science Mistress for County School. £100 to £120 non-resident.—No. 399.

Temporary Mathematical Mistress for important County School. Good salary, non-resident.—No. 396.

Science Mistress for important College in the North. Degree desirable. £80 resident.—No. 393.

Graduate or Undergraduate for County School. Botany, Mathematics, and Geography. £110 non-resident.—No. 354.

Science and Mathematical Mistress for Grammar School. £150 non-resident.—No. 381.

Mathematical and Science Vacancies—continued.

Mathematical Mistress for Boys' Preparatory School. £60 to £70 resident.—No. 362.

Chemistry and Physics Mistress for Boys' School near London. About £60 resident.—No. 284.

Mathematical Mistress for work up to London Matriculation. Some other subject desirable. County School. £120 non-resident.—No. 354.

Mathematical Mistress wanted in September. Public Secondary School for Girls. Botany or Modern Geography desirable. £125 non-resident.—No. 835.

Junior Mathematical Mistress for Public School. £130 non-resident.—No. 334.

English and Mathematical Teacher for College in the North. £60 resident.—No. 324.

Senior Mistress wanted in September, with Chemistry or Physics or Botany; also Geography. £100 to £150 resident.—No. 321.

Assistant Mistress for Boys' Secondary School. Chemistry and Botany, with other elementary work. £110 non-resident.—No. 312.

Mistress for Municipal College. Science and Geography. Graduate preferred. £100 to £110 non-resident.—No. 307.

Form Mistress, with Physics and Chemistry; also elementary Mathematics. £105 non-resident.—No. 411.

Mistress for Chemistry, Physics, and Mathematics. Grammar School. £130 non-resident.—No. 288.

Mathematical Mistress for Secondary School. £130 to £150 non-resident.—No. 210.

MODERN LANGUAGE VACANCIES.

Graduate or equivalent as French Mistress. County School. £110 to £140 non-resident.—No. 391.

English Lady for first-rate French. Private School. £60 resident.—No. 341.

Wanted, in September, **Assistant Mistress** for first-rate French. Public Secondary School. £125 non-resident.—No. 336.

MUSIC VACANCIES.

Natal.—Music Mistress, L.R.A.M. or A.R.C.M. specially for Singing and Elocution. £90 resident. Passage paid.—No. 402.

Wanted, in September, L.R.A.M. with Matthey method for Piano and Singing. £60 resident.—No. 388.

VACANCIES FOR PHYSICAL TRAINING MISTRESSES.

Seven Gymnastic and Drilling Mistresses required for good Schools. Salaries from £50 resident to £110 non-resident.

DOMESTIC SCIENCE MISTRESSES.

Two Domestic Science Mistresses wanted for good Schools. Salaries respectively £50 resident and £90 resident. (Natal.) Passage paid.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

NUMEROUS POSTS FOR MISTRESSES REQUIRING SALARIES OF £25 TO £35 RESIDENT.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 290 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers to whom no Commission will be charged.

Posts Vacant—continued.**EDINBURGH ASSOCIATION**
FOR THE PROVISION OF HOSTELS
FOR WOMEN STUDENTS.

The Board of Management of the Edinburgh Association for the Provision of Hostels for Women Students are about to proceed to the appointment of a **PRINCIPAL LADY WARDEN** for their new Hostels situated at Craigmillar Park, Newington, Edinburgh. The Hostels, three in number, have each accommodation for 52 students. The Lady Warden should be possessed of high administrative capacity and tact, and, other qualifications being equal, preference will be given to a lady with a University degree who has had experience of residence in a College or Hostel.

The salary will be at the rate of £250 per annum, with board and residence in one of the Hostels.

Candidates are requested not to call on individual members of the Board of Management.

Application should be made on a prescribed form, and accompanied by 20 copies of three recent testimonials and a letter giving additional details of qualifications.

Printed or type-written copies of letter and testimonials should be lodged with the **INTERIM SECRETARY**, Edinburgh Association for the Provision of Hostels for Women Students, Moray House, Edinburgh, not later than 15th May next, from whom may be obtained forms of Application and Statement of the Duties of the Office and Conditions of Appointment.

UNIVERSITY COLLEGE
SCHOOL, HAMPSTEAD.**APPOINTMENT OF HEAD MASTER.**

The Council will shortly proceed to appoint a **HEAD MASTER**. The appointment will take effect as from the commencement of the Michaelmas Term. The initial salary will be £1,000 per annum. Applications should be sent not later than 15th May, 1916, to the **CHAIRMAN OF COUNCIL**, University College School, Hampstead, London. Particulars may be obtained from the undersigned.

T. R. POTBURY, M.A.,
Secretary to the Council.

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—**PRINCIPAL**, Linden Hall, Clapham Road, S.W.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any **new** client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed **by return of post**.

Full price-list, with specimens of **typewriting** and **printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

ST. LEONARD'S SCHOOL, ST.

ANDREWS.—Wanted, in September, a thoroughly experienced **HISTORY MISTRESS**, Oxford or Cambridge Honours preferred. Salary £120 to £150 non-resident, according to qualifications. Applications to the **HEAD MISTRESS**.

KENSINGTON HIGH SCHOOL

(G.P.D.S.T. Ltd.), ST ALBAN'S ROAD, W. **SCIENCE MISTRESS** wanted for Autumn Term. Experience essential. Also Chemistry and Physics. Cambridge Tripos preferred. Apply to the **HEAD MISTRESS**.

BIRKENHEAD HIGH SCHOOL

for Girls. (G.P.D.S.T. Ltd.)—**ASSISTANT MISTRESS** required in September. Subjects French and Arithmetic. Experience desirable. Apply to the **HEAD MISTRESS**.

GIRLS' GRAMMAR SCHOOL,

WATFORD.—Wanted, **HISTORY MISTRESS** for September. Degree or equivalent and Secondary School experience desirable. Initial salary according to qualifications and experience. Apply, stating subsidiary subject—**HEAD MISTRESS**.

Posts Vacant—continued.**SOUTHEAST-ON-SEA**
EDUCATION COMMITTEE.**HIGH SCHOOL FOR GIRLS.**

HEAD MISTRESS: Miss M. E. LEWIS.

Wanted, in September:—

- (1) A **GEOGRAPHY SPECIALIST**, with University Degree or Diploma and good Secondary School experience. Initial salary £140.
- (2) A **MISTRESS** to teach English and German. Good Honours Degree required, preferably Cambridge Tripos. Training and experience desirable. Initial salary £120 to £140 according to qualifications.

In both cases the salary rises by annual increments of £10 to a maximum of £200.

Apply—**HEAD MISTRESS**.

J. W. BARROW,
Secretary.

KENT EDUCATION
COMMITTEE.**COUNTY SCHOOL FOR GIRLS,**
TUNBRIDGE WELLS.

Required for September, a well qualified **ASSISTANT MISTRESS** to be responsible for the Mathematical Teaching of the School, and to undertake the duties of Second Mistress. Initial salary £135 per annum.

Forms of application may be obtained from **Dr. J. LISTER**, Technical Institute, Tunbridge Wells, on receipt of a stamped addressed envelope.

FRAS. W. CROOK,
Secretary.

April, 1916.

COUNTY COUNCIL OF THE
WEST RIDING OF YORKSHIRE.**BINGLEY TRAINING COLLEGE.**

Principal: Miss H. M. WOODHOUSE, M.A., D.Phil.

The West Riding Education Committee invite applications for the post of **ASSISTANT LECTURER** in Education and Handwork at the Bingley Training College, at a salary of £150 per annum, non-resident.

Candidates must be women and should be prepared to assist in planning and supervising the students' School work in general subjects.

Further particulars and form of application may be obtained from the Education Department (Secondary Branch) County Hall, Wakefield.

Last date for the receipt of applications, May 15th.

SURREY EDUCATION
COMMITTEE.**WHYTELEAFE COUNTY SCHOOL FOR**
GIRLS.

Wanted, in September next:—

- (1) An **ASSISTANT MISTRESS** with University degree or equivalent, to teach Science and some Mathematics. Training or experience desirable. Salary £110 per annum, rising by annual increments of £5 to a maximum of £200.
- (2) A **PREPARATORY FORM MISTRESS**, possessing Higher Certificate of National Froebel Union. Salary £90 per annum, rising by annual increments of £5 to a maximum of £130.

Forms of application may be obtained from the **Head Mistress**, to whom the applications with copies of testimonials should be forwarded not later than 3rd June, 1916.

JOHN E. YOUNGHUSBAND,
Clerk to the Governors.

REQUIRED, September, in good

School, Girl about 16 as **STUDENT-MISTRESS**. Premium £5 term.—**HEAD MISTRESS**, Wynaud House, Bowes Park, N.

ADVERTISEMENT and other

matter for **JUNE** issue should reach the office by **May 24th**. Urgent notices of **Posts Vacant** and **Wanted** can be received up to **May 26th** (first post).

Posts Vacant—continued.**WORCESTERSHIRE**
EDUCATION COMMITTEE.**STOURBRIDGE GIRLS' SECONDARY**
SCHOOL.

ASSISTANT MISTRESSES are required for the above School, to begin duty in September next, as follows:—

- (1) **Principal subject, FRENCH.** Some subsidiary subjects will be required and applicants should state the subjects they can offer. Preference will be given to applicants who are under 35 years of age, and who have had not less than one year's continuous residence in France or French-speaking countries, and not less than two years' Secondary School teaching experience, preferably in one School. Salary, £125 per annum, non-resident.

- (2) **SENIOR MATHEMATICS MISTRESS.** Applicants must be experienced teachers, and must have good qualifications in Mathematics. Ability to teach Geography on modern lines would be a recommendation. Salary, about £125 or £130, non-resident.

Applications (which should be made on form 279, copies of which may be obtained from the Director of Education, County Education Office, Worcester), accompanied by copies of recent testimonials, should be sent without delay to **Miss E. M. FIRTH**, Head Mistress, Girls' Secondary School, Stourbridge. [Z 30]

COUNTY BOROUGH OF
SUNDERLAND.**BEDE COLLEGIATE GIRLS' SCHOOL.**

Head Mistress: Miss M. E. BOON, M.A.

Wanted, in September, **GEOGRAPHY SPECIALIST** to organize the teaching of Geography throughout the School. Candidates should have an Honours Degree or equivalent, have specialized in the teaching of Geography, and have had good Secondary School experience. Salary £115 to £150 (initial amount dependent on qualifications), rising to £175 if specially voted by the Governors. Scale of Salaries, also Form of Application (which should be returned not later than May 16th) may be obtained of the undersigned on receipt of stamped addressed envelope.

HERBERT REED,

Secretary to the Education Committee.
Education Department,
15 John Street, Sunderland,
18th April, 1916.

INTERMEDIATE SCHOOL FOR

HENGOED, CARDIFF.—Wanted, September, **MISTRESSES** for (1) Mathematics, (2) English, (3) Botany. Degree or equivalent, and Secondary training or experience essential. Salary £110 to £140. (4) Art. Salary £105 to £130. Apply—**HEAD MISTRESS** by May 23rd.

ST. PAUL'S GIRLS' SCHOOL,

BROOK GREEN, HAMMERSMITH, W.—A **SENIOR GYMNASTIC MISTRESS** will be appointed early in June to enter on her duties next September. Experience is necessary in Educational and Remedial Gymnastics, and in the organization of Games and Swimming. The minimum initial salary is £150. Applications, &c., should be sent to the **HIGH MISTRESS** by May 15th.

TYPEWRITING.**TESTIMONIALS, 6d. per dozen.**

MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work.—**M. GLENISTER**, 3 Friern Park, N. Finchley, N.

REQUIRED, for September,

Resident MISTRESS for Games and Swedish Gymnastics, trained at Dartford or Bedford. Also **SENIOR ENGLISH MISTRESS**. Degree essential, training desirable.—**HEAD MISTRESS**, The Downs School, Seaford.

RESIDENT STUDENT MIS-

TRESS (English or French) required for good School near London. Preparation for examinations. Large Garden, Tennis, &c. Small premium required. Apply immediately.—**MISS BROWNE**, B.A., Handel House, Gainsborough.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the SUMMER TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ASSISTANT MISTRESS required on May 1st, for first-rate Dual School in the South-west of England, to teach Geography as principal subject, and English as subsidiary. Salary offered, £120 non-res.—No. 3,746.

ASSISTANT MISTRESS required on May 3rd for first-rate Boys' School within easy reach of London, to teach Latin and English up to Matriculation standard. Salary offered, £140 non-res.—No. 3,938.

MISTRESS required for first-rate Boys' School in the South-west of England, to teach Latin and English up to Inter. Arts standard. Salary offered, £120 non-res.—No. 3,979.

ASSISTANT MISTRESS required after Easter for important Endowed Boys' School in the Midlands, to teach English subjects with Junior Forms, subsidiary assistance with French will also be required. Salary offered, £130 non-res.—No. 3,978.

ASSISTANT MISTRESS required for first-rate Boys' Private School near the Midlands to teach History, and either Latin or French. Salary offered, £100 res.—No. 3,985.

MISTRESS required for Girls' Private Boarding School on the South Coast, to teach all English subjects up to the Junior Cambridge standard. Would be a recommendation to offer Music. Member of the Church of England essential. Salary offered according to qualifications and experience.—No. 3,805.

MISTRESS required for High-class Girls' School in the South-west of England, to teach good Botany. Would be a recommendation to offer one or two of the following subjects:—English, Mathematics, or Latin. Salary offered according to qualifications and experience.—No. 3,814.

MISTRESS required for Girls' Private School on the East Coast, to teach Mathematics and one or two of the following subjects:—Latin, Botany, or Modern Geography. Would be a recommendation to offer Games. Salary offered, £45 res.—No. 3,778.

HISTORY MISTRESS required for first-rate Boys' School near the Midlands. Salary offered, £100 res.—No. 3,993.

Classical Mistresses.

ASSISTANT MISTRESS required for Boys' Public School in the Midlands, to teach Latin and Greek up to Higher Certificate standard, together with some elementary French, English subjects, and possibly a little History. Salary offered, £80 to £100 res.—No. 3,827.

ASSISTANT MISTRESS required for important Endowed Boys' School, in the West of England, to teach Latin up to Matriculation standard as her main subject. Salary offered, £130 non-res.—No. 3,817.

TEMPORARY CLASSICAL MISTRESS required for Boys' School in the Midlands, to teach Latin throughout the School and to take some forms in English. A few Boys are being prepared for University Entrance Examination in Greek. Salary offered, £130 non-res.—No. 3,889.

Mathematical and Science Mistresses.

SENIOR MISTRESS required for first-rate Boys' High School near the Midlands, to teach Chemistry and Physics up to Cambridge Senior Local, at least. Salary offered, £125 non-res.—No. 3,936.

ASSISTANT MISTRESS required for Boys' Grammar School within reach of London, to teach fair Chemistry and Physics. It would be a recommendation to offer Geography on modern lines. Salary offered, £130 to £160 non-res.—No. 3,447.

TEMPORARY ASSISTANT MISTRESS required for important Secondary School for Boys in the West of England, to teach elementary Mathematics, Physics, and Chemistry. Would be a recommendation to offer French. Salary offered, £35 per term, non-res.—No. 3,977.

SCIENCE MISTRESS required for County School in Wales, to teach Science throughout the School up to the standard of the London Matriculation. Salary offered, £100 to £120 non-res.—No. 3,961.

MATHEMATICAL MISTRESS required for first-rate Secondary School for Boys in Wales. The mistress will be required to take Mathematics in the Upper and Lower Schools. Salary offered, £130 to £150 non-res.—No. 3,813.

Kindergarten and Lower Form Mistresses.

ASSISTANT MISTRESS required for one of the most important Boys' Schools in the North of England, to teach Mathematics. Salary offered, £120 res.—No. 3,971.

MISTRESS required for first-rate Boys' School within easy reach of London, to teach general form subjects for Boys aged 10 and 12. Salary offered, £100 non-res.—No. 3,980.

MUSIC MISTRESS required for small first-rate Boys' School within easy reach of London, to teach, in addition to Piano and Class Singing, some elementary form subjects. Salary offered, £80 to £90 res.—No. 3,984.

ASSISTANT MISTRESS required for small Private School for Girls near the Midlands, to teach good Drawing (Ablett's), Water Colour Painting, Nature Study, and Swedish Drill. Would be a recommendation to offer English, preferably History and Geography, and Games. Salary offered, £40 res.—No. 3,986.

Modern Language and Foreign Mistresses.

ASSISTANT MISTRESS required for first-rate Boys' School near the Midlands, to teach French throughout the School. Salary offered, £120 to £130 non-res.—No. 3,761.

MODERN LANGUAGE AND FOREIGN MISTRESSES—continued.

ASSISTANT MISTRESS required for large Institute in London, to teach French as main subject. Salary offered, £160 to £180 non-res.—No. 3,929.

MISTRESS required for first-rate Girls' School in the South-west of England, to teach French and Needlework, and to offer as subsidiary subject German. Member of the Church of England essential. Salary offered, £50 to £60 res.—No. 3,697.

MISTRESS required for Endowed Boys' School within easy reach of London, to teach French and possibly some German. Salary offered, £70 to £80 res.—No. 3,524.

Gymnastics and Games Mistresses.

WELL QUALIFIED GYMNASTIC AND DANCING MISTRESS required for first-rate Girls' Boarding and Day School on the South Coast. Games essential. Salary offered, £45 res.—No. 3,664.

TRAINED AND CERTIFICATED GAMES AND GYMNASTICS MISTRESS required for first-rate Girls' Private School on the South Coast, who will also be capable of teaching Dancing. A lady is looked for who has had previous experience in a good School. Salary offered, £60 res.—No. 3,431.

GYMNASTIC MISTRESS required for first-rate Girls' School North of the Midlands to teach Drill, Swimming, Dancing, and Games. Salary offered, £50 to £60 res.—No. 3,547.

GYMNASTIC AND GAMES MISTRESS required for high-class Girls' Private School in the Midlands, one who is a good Tennis Coach. Mistress appointed must be able to teach some English and Physiology. Would be a recommendation to offer Massage. Salary offered, £50 res.—No. 3,800.

Music and Art Mistresses.

MISTRESS required for first-rate Girls' School in Natal, to teach Singing (Solo and Class) and Elocution; some elementary Piano will also be necessary. Salary offered, £90, £100, and £110 in three successive years, res.—No. 3,954.

ASSISTANT MISTRESS required for first-rate Boys' School in the South-west of England, to teach Piano. Would be a recommendation to offer French. Salary offered, £80 res.—No. 3,688.

MISTRESS required for first-rate Boys' School in the East of England, to teach Piano, and to play the Organ and train the Choir. Salary offered, £80 to £100 res.—No. 3,920.

MESSRS. GABBITAS, THRING & CO. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

COUNTY BOROUGH OF BARROW-IN-FURNESS.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, to commence duty in September next, A SCIENCE MISTRESS. Degree and Secondary School teaching experience essential.

Special subjects: Botany and General Elementary Science. Salary £110 to £140 according to qualifications and experience.

Forms of application may be obtained on application to the Director of Education, Town Hall.

L. HEWLETT,
Town Clerk.

17th April, 1916.

EAST SUSSEX EDUCATION COMMITTEE.**COUNTY SECONDARY SCHOOL FOR GIRLS, LEWES.**

Required, for September, a FORM MISTRESS qualified to teach English, Mathematics, and some Geography.

Applicants should be graduates with Secondary Training.

Salary £100, rising by annual increments of £7. 10s., to £130. An increase on the minimum salary, not exceeding £10, may be given to applicants who have good teaching experience.

Forms of application may be obtained from the undersigned, and must be returned to him, accompanied by copies of not more than three testimonials, on or before 30th May, 1916.

EDWIN YOUNG.

County Hall, Lewes.

THE QUEEN'S SCHOOL,

CHESTER. — Required, in September, a HISTORY MISTRESS. Degree (Tripos preferred) essential. Subsidiary subject: English or Elementary Mathematics. Also vacancy for KINDERGARTEN STUDENT (matriculated or otherwise qualified). Free accommodation in School house. Tuition fee £16 10s. per annum. Apply—HEAD MISTRESS.

ASKE'S HATCHAM GIRLS'

SCHOOL, NEW CROSS, S.E. — Wanted, for September, ASSISTANT MISTRESS to teach Geography in Upper and Middle School, and Nature Study in Lower. Science degree or good Geography Diploma. Training and experience. Salary according to qualifications and experience. Apply to the HEAD MISTRESS.

COUNTY HIGH SCHOOL,

ILFORD. — ASSISTANT MATHEMATICAL MISTRESS required on May 15th. Appointment will be probably for the duration of the War. Applications are to be made on forms to be obtained from the CLERK to the GOVERNORS. (Enclose stamped addressed foolscap envelope.) Salary £120-£150 according to qualifications and experience.

TYPEWRITING.—Good work at moderate charges. Authors' MSS. carefully copied, and treated confidentially; legal work; testimonials or examination papers typed and duplicated. —Miss SEWELL, 30 Park Road, Wimbledon, S.W.

SCIENCE MISTRESS (resident)

wanted after Easter for Ministers' Daughters' College, Edinburgh, to teach Science and Elementary Mathematics. Training or experience essential. Apply, with testimonials, to the Hon. Sec., ARCHIBALD LANGWILL, C.A., 19 Melville Street, Edinburgh.

ADVERTISEMENT and other matter for JUNE issue should reach the office by May 24th. Urgent Notices of Posts Vacant and Wanted can be received up to May 26th (first post).

Posts Vacant—continued.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Resident ASSISTANT MISTRESSES wanted, to begin work as soon as possible:—

(1) DOMESTIC SCIENCE. Special subjects: Cookery and Dressmaking, training and experience essential. Salary £100, rising after 2 years to £110.

(2) FORM MISTRESS to teach Mathematics, History, and English. Salary £90, £100, and £110 in three successive years.

(3) JUNIOR FORM MISTRESS with usual English subjects, and Arithmetic up to Lower Third standard, with Nature Study and either Sewing or Ablett Drawing. Salary £70, £80, and £90 in three successive years.

(4) For August, MISTRESS, L.R.A.M. or A.R.C.M. with special qualifications in Singing, to teach Singing, Solo and Class, and Elocution. Salary £90, £100, and £110 in three successive years.

The School is Boarding and Day under a Committee. Board and residence during holidays if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

ST. SAVIOUR'S & ST. OLAVE'S GRAMMAR SCHOOL FOR GIRLS, NEW KENT ROAD, LONDON, S.E.

HISTORY SPECIALIST wanted for September. History throughout Upper and Middle School to London Intermediate Arts Standard.

Middle School Form, preferably with English and Scripture in that form.

Honours degree and some Secondary School experience essential; training preferred.

Initial salary according to qualifications and experience, rising by £10 to £240.

Apply, giving full particulars, age, &c., to HEAD MISTRESS.

Only applications in accordance with above requirements will be acknowledged.

KING'S HIGH SCHOOL FOR

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By Order.

Education Office, Town Hall, Bradford.
17th April, 1916.

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Fees £43. 10s., £38. 10s., and £34 per annum. College tuition fees £12 per annum. Scholarships of £25, awarded on the result of Entrance Scholarship Examination of University College, Cardiff, held annually in the Spring. For Post-graduate Scholarships of £50 for Secondary Training or Research work, or medical work, awarded without examination, apply before May 15th. Students prepare for the B.A. and B.Sc. Degrees of the University of Wales. Departments for Elementary and Secondary Training, including Kindergarten Training, are attached to the College. Students with recognized academic qualifications can enter in October or January, for one year's Secondary Training Course. In the Medical School the Composition Fee varies from £20 to £28 for the first 3 years of medical study which can at present be taken at Cardiff. The Composition Fee for the Diploma in Public Health is £30. Apply to the PRINCIPAL.

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UNIVERSITY HALL FOR WOMEN STUDENTS.

Warden: Miss M. E. Dobson, M.A., B.Sc.

University Hall was opened in 1896, under the Government of the University of St. Andrews.

The Course of Study at University Hall is in preparation for the Degree Examinations of the University of St. Andrews, of which all the Classes and Degrees in Arts, Divinity, Science, and Medicine are open to Women on the same terms as to Men.

The Terms of Residence are from October to December, January to March, and April to June.

The Hall has been enlarged to accommodate 65 Students.

Residence Fees from £45 to £66 per annum. Matriculation and Class Fees average £12 per annum.

For further information, apply to the WARDEN, University Hall, St. Andrews, Fife.

UNIVERSITY OF LIVERPOOL.

UNIVERSITY HALL

Hall of Residence for Women Students.

Warden: Miss DOROTHY CHAPMAN, M.A.

RESIDENCE fee, from 40 guineas per session of about 33 weeks. All degrees, &c., granted by the University are open to Women. Application to be made to the WARDEN, University Hall, Fairfield, Liverpool.

ALEXANDRA HALL, ABERYSTWYTH.

RESIDENCE (under exceptionally healthy conditions) for Women Students of the UNIVERSITY COLLEGE OF WALES.

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Lecturer in Education:

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In connexion with the London University and recognized by the Cambridge Teachers' Training Syndicate.

Principal: Miss KATHARINE L. JOHNSTON,
B.A. London, M.A. Sheffield, Girton College, Moral
Science Tripos, Cambridge Teachers' Training
Certificate.

Preparation for the Teaching Diploma of the London University, for the Certificate of the Cambridge Teachers' Training Syndicate, and for the National Froebel Union Higher Certificate, Parts I and II.

Demonstration School attached to the College; and practice for students in neighbouring schools under the supervision of specialists.

Tuition fees £24. A number of Scholarships from £12 to £24 offered to Students, with a degree or its equivalent. Loan Fund.

Particulars of College Hall and registered lodgings can be obtained from the PRINCIPAL at

The Maria Grey College, Salisbury Road,
Brondesbury, London, N.W.

THE CAMBRIDGE TRAINING COLLEGE FOR WOMEN.

Recognized by the Board of Education as a Training College for Secondary Teachers.

Principal: Miss M. H. WOOD, M.A., Litt.D.,
Classical Tripos, Cambridge, Girton College.

A RESIDENTIAL COLLEGE providing a year's professional training for Secondary Teachers. Preparation for the London and the Cambridge Teachers' Diplomas. Ample opportunity for practice in teaching Science, Languages, Mathematics, and other subjects. Fees 75 guineas and 65 guineas. Admission in January and September.

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THE INCORPORATED

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COLKET GARDENS, TALGARH ROAD, WEST KENSINGTON, LONDON, W.

Chairman of Committee:

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Treasurer: Mr. C. G. MONTEFIORE, M.A.

Principal: Miss E. E. LAWRENCE.

Secretary: Mr. ARTHUR G. SYMONDS, M.A.

Students are trained for the Examinations of the National Froebel Union.

Prospectuses and particulars as to Scholarships may be obtained from the PRINCIPAL.

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Principal: Miss ELIZABETH STEVENSON, B.A., Classical Tripos, Cambridge; Girton College.

This College gives Professional Training to women who intend to teach in Intermediate and Secondary Schools and in Kindergarten and Preparatory Departments. It is recognized by the Scotch Education Department and the Cambridge Teachers' Training Syndicate and prepares Students for the Certificates of the Scotch Education Department, and the Cambridge Teachers' Certificate.

There is a Special Department for the training of Kindergarten and Junior Form Mistresses in preparation for the Higher Certificate of the National Froebel Union.

Certain bursaries are available and there is a Loan Fund.

Prospectus and further particulars from the PRINCIPAL.

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Director of Department: Professor H. BOMPAS

SMITH, M.A.

Sarah Fielden Professor: J. J. FINDLAY, M.A., Ph.D.

Tutor: Miss CAROLINE HERFORD, M.A.

GRADUATES admitted for one year's course in the theory and practice of Education.

Application for Graduate Bursaries to be made to the REGISTRAR before July 1st.

Prospectus and further particulars on application.

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(KING'S COLLEGE FOR WOMEN,
UNIVERSITY OF LONDON),

CAMPDEN HILL ROAD, W.

FOR RESIDENT AND NON-RESIDENT
STUDENTS.

Warden: Miss F. R. SHIELDS, M.A.

Courses (three years, and one year post-graduate) in Physics, Chemistry, Biology, Physiology, Hygiene, Economics, Psychology, Ethics, Household Work, and Business Affairs, in preparation for teaching, administrative, and social work.

Students can enter for the following examinations:—Diploma in Household and Social Science, Health Visitors and Sanitary Inspectors Certificates. For further information apply to the SECRETARY.

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Principal: F. H. NEWMAN, M.A.

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Recognized by the Board of Education for the Training of Teachers.

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Full Courses of Training for Teachers in Technical, Secondary, and Elementary Schools. Training for Housekeepers, and School Matrons.

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ROYAL ACADEMY OF MUSIC. EXAMINATION IN VOICE CULTURE AND CLASS SINGING FOR CHILDREN. EASTER, 1916.

The following candidates were successful:

Annie Winifred Allsop, Joan Emery, Elsie Finch, Ruth Hastings, Dorothy M. Lindsey, Annie Gertrude Powell, Alice Frida Ramsden, Joan Rogers, Agnes Alfrida Sanders, Ernest Spencer-Jones, Florence Louise Stuart (Honours), Kate Syner (Honours), Harry Ernest Thom (Honours), Ethel Dorothy Tregale, R. Ethel Trimmingham, Margaret Webster (Honours).

Examiners: JOHN E. BORLAND, Mus.Doc. Oxon., and HENRY W. RICHARDS, Mus.Doc. Dunelm.

P. QUARRY,

Hon. Acting Secretary.

ADVERTISEMENT and other matter for JULY issue should reach the office by **June 24th**. Urgent notices of Posts Vacant and Wanted can be received up to **June 26th** (first post).

BEDFORD COLLEGE FOR WOMEN (UNIVERSITY OF LONDON), REGENT'S PARK, N.W.

Principal: Miss M. J. TUKE, M.A.

SECONDARY TRAINING DEPARTMENT.
Recognized as a Training College by the Board of Education, the University of London, and the Cambridge Syndicate.
Students are admitted in October and January.

SCHOLARSHIPS AND BURSARIES.
For particulars apply to Miss S. MELHUISE, M.A., Head of the Department.

THE BERGMAN ÖSTERBERG PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT.

Trustees:

Sir GEORGE NEWMAN, M.D. (Chairman).
Major WALDORF ASTOR, M.P.
Dr. CHRISTOPHER ADDISON, M.P.
Lord SHAW OF DUNFERMLINE.
The Marchioness of SALISBURY.

Principal:

Miss M. H. MEADE, B.A. (Moral Sciences Tripos).

Vice-Principal:

Miss A. WIKNER (Royal Cent. Inst. of Gymnastics, Stockholm).

The College was opened in 1885, and was the first of its kind in England. Students are prepared to be teachers of Scientific Physical Education on Ling's Swedish System. The Course extends over two years. It includes the study of Anatomy, Physiology, Theory of Education; the Theory and Practice of Gymnastics, Massage and Medical Gymnastics, Dancing and Outdoor Games. Students practise teaching in schools in the neighbourhood. The College stands in its own ground of 15 acres, in a beautiful and healthy locality close to Dartford Heath.

The demand for mistresses of physical training holding the Diploma of this College is at present far in excess of the supply.

The course begins in September. Further particulars may be obtained on application to the SECRETARY.

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Ling's Swedish System.

Aim of the Union: To advance the cause of Physical Education on scientific lines.

In placing members of this Union as Teachers in Schools, careful and discriminating choice is exercised, and the exact requirements of each School specially considered.—PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT.

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EXAMINATIONS for Needlework are held in January, May, and October.

For Dressmaking in June and November.

Work from Secondary, High, Convent, and other Schools examined in April, July, and December, and Certificates awarded to Scholars.

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DENMARK HILL PHYSICAL TRAINING COLLEGE AND SCHOOL OF MASSAGE.

SUNRAY AVENUE, HERNE HILL, LONDON, S.E.

This Training College for those wishing to become Gymnastics and Games Mistresses or Professional Masseuses is efficiently staffed by Teachers recognized by the British College of Physical Education and the Incorp. Soc. of Trained Masseuses as qualified to train Students for their examinations.

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University Tutorial College. LONDON.

Affiliated to University Correspondence College.



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This Course includes a Revision Class working Morning and Afternoon during the three weeks immediately preceding the September Matriculation Examination.

Annually for the last twenty years about 100 Students of U.T.C. have passed London Matriculation.

Classes for the forthcoming B.Sc. (Practical and Theoretical) and B.A. (Practical) Examinations are held during the Summer Vacation, commencing Tuesday, August 1st. Classes for Beginners in Practical Sciences commence at the same time, and extend over a period of four weeks.

B.Sc. AUGUST VACATION CLASSES

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations in all subjects for London University and other Examinations, or for independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 5s.

Full particulars may be had, post free, from

THE PRINCIPAL,
UNIVERSITY TUTORIAL COLLEGE,
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OF THE

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ROYAL COLLEGE OF MUSIC

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

LOCAL CENTRE EXAMINATIONS (Syllabus A). Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London district and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 18th, 1916.

SCHOOL EXAMINATIONS (Syllabus B). Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 11th, 1916.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M., for two or three years.

Theory papers set in past years (Local Centre or School), price 3d. per set, per year.

Syllabuses A and B. Syllabus in Ear Training and Sight Singing, entry forms, and any further information will be sent post free on application to—

JAMES MUIR, Secretary,
15 Bedford Square, London, W.C.
Telegrams: "ASSOCIA, LONDON."

TEACHERS FOR SOUTH AFRICA.

QUALIFIED Women Teachers of all grades should apply to—THE EDUCATION SECRETARY, South African Colonization Society, 23 Army and Navy Mansions, 115 Victoria Street, S.W.

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FOR

JUNIOR FORM AND KINDERCARTEN MISTRESSES,
AND LECTURERS IN TRAINING COLLEGES.

For interviews special appointments should be arranged.

Particulars may be obtained from—

The Secretary,
Froebel Society,
4 Bloomsbury Square,
W.C.
Tel. No.: Museum 615.

Girls' Public Day School Trust, Limited. CLAPHAM HIGH SCHOOL.

HEAD MISTRESS ... Miss A. S. PAUL, M.A.

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STUDENTS are prepared for the London Teachers' Diploma, for the Cambridge Teachers' Certificate, and for all Examinations of the National Froebel Union. Training is also given to those desirous of becoming Art or Domestic Teachers in Secondary Schools.

There are Boarding Houses for Students licensed by the Council.

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Principal: Miss FLORENCE SUTTON, N.F.U.

The house stands in two acres of ground, and has accommodation for Resident Students. A special feature is made of Gardening under a qualified Lady Gardener. A Kindergarten and Preparatory School is attached. A limited number of Scholarships given. For particulars of Special Scholarship, see "Scholarships" (page 303).

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Special Correspondence Courses.

101 Correspondence Pupils have been successful in the Paper Work of the L.R.A.M. and A.R.C.M. Examinations.

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Telegrams: "Eurhythm, London." Telephone: Museum 2294.

Prospectus on application.

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PRACTICAL and Theoretical Training in Gardening: Fruit, Vegetables, and Flower Growing; Glasshouse and Frame Work. Course of two years; also Shorter Courses. Poultry (extensive and intensive); Milking; Butter-making. Preparation for R.H.S. Particularly successful with young students.

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Pupils prepared for Matriculation and Intermediate Examinations of London University. Healthy situation, good playground and garden. Great attention given to physical training. Special terms for daughters of Unitarian Ministers. All inquiries to be addressed to the HEAD MISTRESS.

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SPEECH TRAINING.**Miss ELSIE FOGERTY**

has resumed her Classes.

VOICE PRODUCTION,

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FAULTS OF PRONUNCIATION,

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OF SPEECH TRAINING AND DRAMA.**

Complete Training Course for Teachers.

Miss FOGERTY undertakes Class Teaching and Lecture Work in Schools, also the Management of Dramatic Performances.

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President:

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Place, South Kensington.

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Miss WELLESLEY-READE, 44 Fairholme
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Trained resident or visiting teachers sent to any part of England. Assistants also undertake residential treatment of delayed speech, stammering, or other difficulties. Physical exercises for chest development, breath control, or defective articulation given by trained teachers. Advice on speech training given. Transference of connexions undertaken.

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Girls' Schools for Sale.

MIDLANDS.—10 boarders, 60 day pupils. Gross income £1,500, net ditto £378. Principals retiring. Goodwill only £450. School furniture at valuation. Part purchase money can remain for a time.—No. 2,970.

SURREY.—HIGH-CLASS BOARDING AND DAY. Gross receipts £1,500. 19 boarders, 13 to 16 day pupils. Principals retiring. Goodwill only £400. All necessary School plant £250, valued at over £300. Vendor will accept £300 down, balance by easy instalments.—No. 3,061.

SCOTLAND.—BOARDING AND DAY SCHOOL. Net income about £300. 16 boarders at about 45 guineas and 60 day pupils. Very easy terms of sale.—No. 3,066.

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CHESHIRE.—GIRLS' DAY SCHOOL with Boys' Preparatory Department. Gross receipts £648, net £240. 63 pupils. Goodwill by capitation fee.—No. 3,065.

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LANCS.—HIGH-CLASS DAY SCHOOL FOR GIRLS. Income about £1,454. Net profit considerable. About 90 pupils. A very reasonable price will be accepted for goodwill. Principals retiring.—No. 3,059.

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WEST COAST.—Income about £2,150. Net profit considerable. 120 pupils, including about 23 boarders. Goodwill and very valuable furniture (household and school), £1,300 or close offer. Only about £500 down.—No. 6,710.

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SOUTH COAST.—BOARDING AND DAY SCHOOL. Gross receipts about £2,000. Number of boarders 25, and 26 day pupils. Terms of sale to be arranged.—No. 6,664.

SEASIDE.—Income about £1,000. 10 boarders, 55 day pupils. Very reasonable terms of sale.—No. 6,667.

LANCASHIRE.—BOARDING SCHOOL. 51 boarders. Fees varying up to 30 guineas, and extras. A premium of £6 for each pupil transferred will be accepted. School furniture at valuation. Very fine house, and grounds of 24 acres.—No. 6,673.

SURREY.—Successful DAY SCHOOL FOR BOYS, with 4 or 5 weekly boarders. 55 pupils. Average receipts £600. Goodwill and School plant only £225. Excellent opening.—No. 6,668.

LONDON, N.—BOYS' DAY SCHOOL. Old established. Income about £450, net about £200. No. of pupils 80. Goodwill £300 or close offer.—No. 6,706.

SURREY.—Successful SCHOOL FOR BOYS. 100 pupils, including 6 boarders. Gross receipts about £1,350. Goodwill £500. Net profit considerable.—No. 6,708.

For further details of the above and complete list of Boys' Schools for sale, address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, Established over 80 years, 34 Bedford Street, Strand.

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COLLEGE.**

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METHOD.—Thoroughly individual system, which ensures the closest attention to the needs of each student.

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SINGLE subjects may be taken if desired.

Address—THE SECRETARY,
Burlington Correspondence College,
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BREAMS BUILDINGS, CHANCERY LANE, E.C.

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COURSES OF STUDY (DAY AND EVENING)
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POST GRADUATE AND RESEARCH WORK.

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MATRICULATION COURSES AND ACCOUNTANCY.
Prospectus post free. Calendar 3d. (by post 5d.).

**THE HOME SCHOOL,
GRINDLEFORD, DERBYSHIRE.**

BOARDING SCHOOL FOR BOYS AND GIRLS.

Principals: Mr. and Mrs. W. PLATT.

This School aims at giving an all-round education. Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air. Further particulars from the PRINCIPALS.

**THE ROYAL DRAWING
SOCIETY'S TEACHER-ARTIST CERTIFICATE** (Ablett's System).

Mr. PAUL KÜCK, Member R.D.S., begs to give notice that he has joined the R.A.M.C. for the period of the war, and requests that inquiries respecting Classes and Lessons be sent to the Headquarters of the R.D.S.

ADVERTISEMENT and other matter for JULY issue should reach the office by June 24th. Urgent Notices of Posts Vacant and Wanted can be received up to June 26th (first post).

THE UNIVERSITY OF LIVERPOOL.

SESSION 1916-1917.

The Autumn Term begins on THURSDAY,
October 5th, 1916.

Prospectuses, and full particulars of the following, may be obtained on application to the Registrar:—
JOINT BOARD MATRICULATION EXAMINATION.
FACULTIES OF ARTS, SCIENCE, MEDICINE, LAW, AND ENGINEERING.
SCHOOL OF ARCHITECTURE.
DEPARTMENT OF CIVIC DESIGN.
DEPARTMENT OF COMMERCE.
INSTITUTE OF ARCHÆOLOGY.
DEPARTMENT OF EDUCATION.
DIPLOMA IN EDUCATION.
UNIVERSITY TRAINING COLLEGE.
UNIVERSITY EXTENSION BOARD.
SCHOOL OF SOCIAL SCIENCE AND OF TRAINING FOR SOCIAL WORK.
SCHOOL OF LOCAL HISTORY AND RECORDS.
SCHOOL OF RUSSIAN STUDIES.
DEPARTMENT OF PUBLIC HEALTH.
SCHOOL OF TROPICAL MEDICINE.
SCHOOL OF VETERINARY SCIENCE.
SCHOOL OF DENTAL SURGERY.
FELLOWSHIPS, SCHOLARSHIPS, STUDENTSHIPS, EXHIBITIONS, SPECIAL GRANTS AND PRIZES.
HALLS OF RESIDENCE.
UNIVERSITY CALENDAR (price 1/-; post free, 1/5).

Sea and Mountain Air.

THE CALDER GIRLS' SCHOOL,

Seascale, Cumberland.

Unique situation on the North-West coast, where the climate is bracing, sunny, dry, and temperate.

Separate Houses for Senior and Junior Pupils.

The aim of the School is to supply a thorough education at a moderate cost, and to ensure that all the girls' occupations, both work and play, shall tend to the building up of character and the formation of good habits.

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Pupils are encouraged to enter for the Cambridge Higher Local Examination.

Illustrated Prospectus on application to the Head Mistress.

THE PRINCESS CHRISTIAN COLLEGE, WITHINGTON, MANCHESTER.

Ladies over 20 years of age trained as Children's Nurses. Babies in residence. Very large demand for Qualified Nurses. Special Course younger students, 3 mos., 25/- wkly. Principal fully trained Hosp. Nurse.

MRS. CURWEN'S PIANO-FORTE METHOD. EAR TRAINING AND SIGHT SINGING FROM SOL-FA AND STAFF.

Training Classes for Music Teachers are held on Saturdays and Wednesdays at Bechstein Hall Studios, Wigmore Street, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. Lessons by correspondence may be had if desired. Address—Miss GARDNER or Miss KNAGGS at the Studios.

ADVERTISEMENT and other matter for JULY issue should reach the office by **June 24th**. Urgent Notices of Posts Vacant and Wanted can be received up to **June 26th** (first post).

UNIVERSITY OF MANCHESTER.

THE Session will commence on Thursday, October 5th.

The following prospectuses for the session may be obtained on application to the REGISTRAR:—

Faculty of Arts.
Faculty of Science.
Faculty of Technology.
General Information.
Information for Women Students.

New editions of the following have not been issued, but Prospectuses for 1915-16 will be sent:—

Faculty of Law.
School of Architecture.
Special Evening and Public Courses.
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A Conference of SPECIAL INTEREST to TEACHERS

will be held at CAXTON HALL, on Friday, June 2, at 4.45 p.m., on those recommendations of the Royal Commission on Venereal Diseases dealing with

SEX-EDUCATION OF THE YOUNG.

The discussion will be opened by Miss NORAH MARCH, B.Sc., and Mr. CHARLES OSBORNE. Tickets of invitation may be obtained from the Criminal Law Amendment Committee, 19 Tothill Street, London, S.W.

The Secondary, Technical, and University Teachers' Insurance Society.

NOTICE TO MEMBERS.

The THIRD ANNUAL GENERAL MEETING will be held in London on Wednesday, June 21st, 1916.

C. J. MILLS,

10 Mecklenburgh Square,
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Secretary.

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THE Editor can recommend from personal trial a blind typist. For terms apply to E. G. EAGLE, 189 Higham Hill Road, Walthamstow.

WANTED.—"Child Life," "Child Study," "Child Monthly," "The Child," parcels of odd numbers; also "The Journal of Education." Volume for 1885, complete in Publisher's Binding, by JOHN DAVIS, 13 Paternoster Row, London.

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FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

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A N Examination for ENTRANCE

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OCCASIONAL NOTES.

AS in the days of Brougham, the schoolmaster is abroad, and everywhere we hear of Reform Committees and Conferences, but, as far as we have observed, there is no sign that the need has come home to the nation, as it did to Prussia after the War of Liberation, and to France after the defeat of Sedan. We may even say that, in the Ministry of All the Talents, education is the last thing considered, and our present Minister of Education, excellent as he is, was selected for a wholly different purpose. The fact is that, defective as is our national system of education, it is framed on a sound basis, and there is nothing in it that might not be remedied and made good by Departmental reforms. The crying need is for a more liberal expenditure, and the watchword of the day is economy. As to what is needed, there is among educators a growing consensus of opinion, but among County Councils, and those who hold the purse-strings, the one demand is for thrift and lower rates. Continuation schools, universal education up to at least fourteen, smaller classes in primary schools, better salaries for secondary masters and mistresses, more scholarships for the *élite* of our primary schools, universal training of teachers—these are a few of our acknowledged gaps and deficiencies. But we have still to be convinced that any good purpose would be served by the appointment of a Royal Commission. The members who would naturally be found on such a commission are already fully occupied, and there is the Teachers' Registration Council, which, as we have shown elsewhere, is now undertaking some of the spade-work that is needed and co-operating with the Board of Education. If we carry on as at present, and see that there

there is no relaxation or false economy, we may well wait for happier times to set about a great national reform.

THE claim of the classics has been put forward in a moderate and broad-minded letter to the press, signed by twenty-three distinguished men, only one or two of whom are connected professionally with the teaching of the subject, while six of them are scientists. The necessity for the study of scientific method as distinct from science is clearly insisted on. The signatories urge—and it is a vital point—that the two things are not the same. We may study physics and chemistry without getting a grasp of scientific method, and we may study law, history, classics, politics, or anything else, in a scientific manner, and acquire thereby exact knowledge and cultivate clear thought. This view is certainly open to the construction that, while scientific method is essential, science as a body of knowledge is not essential, and this has prevented Prof. Bateson from signing the document without reserve. The study of Greece and Rome, the signatories believe, must always have "a large part" in a broad human education, but they claim for it no "artificial privilege." This we interpret to mean that they are prepared to give up compulsory Greek, a view with which several of the signatories are already associated. It is a sound doctrine, and argues a living faith in the vitality of the classics as something which can be safely trusted to stand on its own legs.

NOR were the demands put forward by the Committee on the Neglect of Science at the Burlington House meeting unreasonable. The first was that "the natural sciences should be made an integral part of the educational course in all the great schools of the country." The sting of this resolution lies, no doubt, in the word "great," for in all grant-earning schools physical science is already an obligatory subject. No one would object to the extension of the principle to schools which are not under the Board of Education. The next suggestion was that natural sciences "should form part of the entrance examination of all Universities." This we suppose to mean that science ought to be obligatory. The scientists, therefore, are demanding compulsory science just as the humanists are giving up compulsory Greek. But there is certainly a stronger case for the former than for the latter. Between science and Greek there lies all the difference between an intellectual necessity and an intellectual luxury. Some knowledge of the elements of the one is needed by every one who wishes to have an intelligent apprehension of the world in which he lives, and of what is going on around him; but we cannot say that of Greek. The third demand of the Committee is that in competitive examinations for the Civil Service "capital importance should be assigned" to the natural sciences. The phrase is studiously vague, and might with equal justice be applied to modern languages, history, politics, and political economy. If it means that a knowledge of chemistry and physics should be the decisive factor in a candidate's success, the scientists are asking too much. Whether a knowledge of science should be demanded from all entrants to Sandhurst is a question we must leave to military men.

MR. ARTHUR ACLAND had something to say about science in the public schools when he

received a party of M.P.'s at the Imperial College of Technology. Public-school men, he said, were frequently insufficiently grounded in the rudiments of scientific training. Not enough time was given to this work at the big schools, and too much to Latin and Greek. The head masters were classical men, and could not see the value of science to the Empire. Mr. Acland, we need hardly say, educated as he was at Rugby and Christ Church, is a pure-bred public-school and 'Varsity man. He did not discuss at any length the causes of the failure in training of which he spoke. One cause is undoubtedly the faulty organization of the "modern side," the curriculum of which is usually a mere jumble of heterogeneous subjects, needed for examinations. What is wanted is a department inspired by some definite educational ideal—scientific, may be, in one school, modern humanistic in another.

Daylight Saving. TO the stubbornly conservative Englishman the War has brought many surprises, and the Summer Time Act is not the least. Who would have thought that we should have agreed, with scarcely a dissentient voice, to alter our clocks at the bidding of a Minister? To boys and girls the Act will be an unmixed boon. They will get up earlier in the morning, begin school earlier, and leave off earlier. They will have less work during the afternoon, the hottest and heaviest part of the dog days, and they will have a longer period of leisure between the end of school and the coming on of twilight. If, in consequence of the change, they acquire a habit of getting up earlier, the gain to the nation will be great. In recent decades our hours have been getting worse and worse. Most travellers passing through France on their way to Switzerland must have been impressed by the contrast between London and Paris. In Paris by 8 a.m. shops and *cafés* are in full swing, and all the world is stirring. In London at the same hour we have hardly begun to take down shutters, and a taxi is unprocureable.

Shakespeare. THE Shakespeare Tercentenary has been duly celebrated. There was a formal function at the Mansion House and an all-star performance of "Julius Caesar" at Drury Lane, the Roman play being preferred to one more strictly national, probably because it gave the best chance to the largest number of stars. Various performances of more or less merit in other London houses followed. Of somewhat greater interest was a revival of the "Poetaster" by the Elizabethan Stage Society. Speeches innumerable glorifying every aspect of Shakespeare's art were made. A popular actor got a knighthood. Shakespeare Day was observed in the London schools, where docile children were lectured on the duty of honouring Shakespeare. It was more to the point, perhaps, that they got a half-holiday. The whole thing has left upon our minds an impression of artificiality, of a kind of forcing-house for the appreciation of Shakespeare. For, if we really cared about Shakespeare, we should not be content to listen to speeches about him or even seeing him acted. We should act him ourselves. In every considerable town in the British Empire there would have been an amateur performance of at least a portion of one of the plays. Do not let it be said that we cannot think of such things in war time. Those who love literature turn to it in these

days of stress as the best possible relief. And the shillings of the audiences with which the houses would have been crowded might have been a substantial contribution to the Shakespeare National Theatre, of which we have recently heard so little.

Shakespeare in Schools. SCHOOLMASTERS and mistresses are frequently rebuked—most frequently by those who know nothing about schools, but sometimes by others—because they do not succeed in inspiring children with an interest in Shakespeare. Many of them have no doubt pondered over the question how such an end is to be achieved. It is a great adventure, but it is not without a certain risk. There is always the possibility that the effect of the introduction of great literature, especially poetry, into the classroom will be just the opposite of what is desired. If thousands of men and women owe their taste for poetry, in some part at least, to their teachers, thousands of others trace their distaste to the same source. Certainly in many schools the treatment of Shakespeare has vastly improved in recent years. It has become more literary and more human; "the play's the thing" nowadays, and not grammar or philology. To those teachers who, while working on modern lines, are still anxious about the results of their work, we would relate two simple anecdotes. To the young enthusiasts of Oxford in the first days of the University Settlement movement the advice given by a venerable dignitary of the Church was, "Take a hint from the match-boxes, and rub lightly." At a dinner given to a distinguished foreign educationist, he was asked by the proposer of his health to say how he would inspire children with a respect for Wordsworth. To this perplexing conundrum the only answer given was, "Dose them with him but sparingly."

"History." THE Historical Association has followed the example of similar bodies, and established a quarterly journal. The principal contents of the first number of *History* are the papers read at the January meeting—that on Imperial History by Sir Charles Lucas and those on Naval History by Mr. Julian Corbett and Mr. H. W. Hodges—and a vigorous onslaught on the scientists by Prof. Pollard. It is an odd coincidence that the Professor's paper should appear within the same covers as Sir Charles Lucas's discourse, for one of the points of the latter is the need for more teaching about the history of science and scientific inventions. "What a two-penny half-penny thing is a Reform Bill compared with railways," says Sir Charles; "What has science to do with politics?" is the burden of Prof. Pollard's prophecy. The difference is no doubt merely superficial, and we may be sure that the Professor would not deny the need for statesmen to be awake to possible developments of science, such as aviation, which may affect politics. Mr. Pollard's paper is a valuable statement of the case for a knowledge of history as essential to an intelligent understanding of contemporary affairs, and particularly instructive to any one who wishes to keep his head cool in times of crisis, defeat, or failure. For those who think things are going slowly or going badly, how encouraging it is to read that in 1809 the Common Council of London protested against Wellington receiving any distinction for his victory at Talavera, on the ground that he had shown, "with equal rashness and ostentation, nothing but a useless valour."

THE most noticeable point in the address of Mr. C. W. Crooks, the incoming President of the N.U.T., was perhaps his declaration against universal free education.

**The President of
the N.U.T.
on Education.**

The abolition of fees in secondary schools would, he believes, increase the cost to the State without increasing the efficiency of the school. He wants the secondary schools "purged from paying dullness," and he sees that nothing would be gained by introducing non-paying dullness. In the matter of the curriculum he leans toward the extension of science teaching, and advocates specially gardening and hygiene. But these, as taught in elementary schools, are not sciences. Gardening is an art, and hygiene is a miscellaneous collection of useful information. Hygiene cannot be taught as a science unless physiology is taught as a science, and that is scarcely possible in schools. Hygiene as a central subject does not attract us; we do not want children to spend several hours a week staring, Buddha-like, at their own stomachs. With Mr. Crooks's objection to the introduction of military drill into elementary schools we cordially sympathize, not because we are afraid that it would create "a savage race craving for war" (military service has not done that anywhere, not even in Germany), but because we fear that it would encroach upon the already too limited time given to games and other forms of physical exercise that are more valuable than drill, and we do not believe that its military value would be an adequate compensation for the loss.

THE increase in juvenile crime revealed by the Home Office Circular is disquieting—all the more because adult crime shows a marked diminution since the War began.

**Juvenile
Crime.**

It is stated that a comparison of the figures for three months of the winter 1914-15 with those for the corresponding period of last winter shows a jump in the number of young persons charged at police courts from 2,686 to 3,596—an increase of about 35 per cent. Half of this increase is represented by cases of larceny. The reasons for this swelling tide are no doubt multiple. Darkened streets may have much to do with it. The absence of fathers on military service, the general excitement and longing for adventure engendered by the War, and the independence enjoyed by boys who have just left school and are earning high wages may be all factors. An article in the *Schoolmaster*, evidently written from personal knowledge, shows that the "Black Hand Gang of St. Luke's" was a genuine thing, and did real mischief. The cinemas may be partly to blame, and the Music Halls Committee of the London County Council is demanding that "no films be displayed which are likely to be subversive of public morality." It might be enough perhaps to restrict displays of crime to the evening, and forbid the admission of children at such times. But the real moral to be drawn from the statistics we have quoted is that we must keep a tighter hand over our youth after they leave school, and at the same time give them more education, more means of wholesome recreation, and more opportunities for "letting off steam."

THE trustees of the Cecil Rhodes Trust intend to apply to Parliament for powers to divert the moneys bequeathed to provide scholarships for Germans at Oxford to the establishment of imperial scholarships. So ends a great and noble dream. Rhodes hoped that the ties between

England and Germany and America which his scholarships would create would bring about a state of good feeling between the three countries which would tend to make war impossible. It was a generous hope: it has been cruelly falsified. It has been sometimes said that it was chiefly in academic circles that before the War the belief in the possibility of better relations with Germany was entertained; but Cecil Rhodes belonged to no academic circle. He was essentially a man of action, and as a South African he knew something about German ambitions in one quarter of the globe at least. To all who have shared the hope that education and intercourse in early years might do something to bring Britons and Germans together, to all who still have faith that in some future which they will live to see the broken threads will again be joined, Cecil Rhodes's dream will still remain an inspiration.

THE London secondary schools are evidently going to have to fight the same battle with the County Council as the technical institutions fought, and won, some years ago. Bitter complaints about

**Secondary Schools
and the L.C.C.**

the interference of the Council in the internal affairs of the schools are appearing in the press. The Governors are treated as a subordinate body whose business it is to carry out the behests of the Council without asking questions. In one case, for instance, the Council forbade a governing body to make the pension of an assistant master more than £43 per annum; in another it demanded that the head mistress's secretary should be dismissed. All aided schools have been ordered to reduce their staff to the same standard—one teacher to twenty scholars. Variety is a thing abhorrent to Local Authorities; they think that there must be something wrong with a set of schools no two of which are exactly alike. The case is eminently one for the exercise of the peculiarly English faculty of illogicality. The Council, of course, plead that it is its duty to see that the aided schools are conducted economically, and this would no doubt logically justify it in dictating the kind of ink to be used or the frequency with which the windows should be cleaned: practically the Council ought to understand that what is the best for the schools is that the grant-giving Authority should exercise no more than a general supervision, merely satisfying itself that the administration in each case is conducted on sound and businesslike lines. The L.C.C. is over-reaching itself, "giving too little and asking too much," and in consequence the larger and stronger secondary schools are withdrawing from its control, and practising their own economies unaided by municipal grants.

AFTER the Zeppelin raids in the autumn of last year, Dr. Kimmins got 945 London elementary-school children to describe their experiences, and the results have been summed up in a paper in the

**Dr. Kimmins's
Child Study.**

Journal of Experimental Pedagogy. The differences in mental attitude and temperament shown by children of different, but only slightly different, ages are certainly remarkable. We suppose we may assume that, as children do not all develop at the same rate, there were a good many exceptions to the rules, but not so many as to affect the general truth of the statements. Of fear there is evidence only amongst children of ten years old. The younger ones were no doubt unconscious of the danger, but it is curious that not even the girls of eleven speak

of fear. It is possible, no doubt, that a good many of the older children felt fear, but were ashamed to mention it—a point Dr. Kimmins does not discuss. As we should expect, the girls are throughout more subjective and reflective, the boys more objective. Boys of eleven are prone to record conversations, boys of twelve wanted to collect souvenirs, boys of thirteen care little about their homes. Girls of eleven are bellicose, those of twelve critical and argumentative. A curious point is that the father is seldom mentioned, the mother frequently. The capacity for graphic relation is at its best from ten to twelve; in later years, as children become more self-conscious, it diminishes. The inquiry was a genuine piece of child study, but in such work the fact that even young children do not always express all they feel must not be overlooked. Often, too, they echo only what they have heard. The expressions of pious resignation quoted by Dr. Kimmins are obviously second-hand.

HAMPSTEAD, famous in the last generation as the resort of artists and men of letters, of L. A. Brown and Keats, and Lamb and Ainger, has been known to this as the resort of retired divines and schoolmasters, of whom the eldest died in his ninetieth year only the other day, and another was killed by a motor at the beginning of last month. The Rev. J. Llewelyn Davies, known to all classical scholars as the translator of Davies and Vaughan's *Republic of Plato*, was among the most eminent of Broad Churchmen. With Maurice, Hughes, Kingsley, and Ruskin, he founded the Working Men's College, and R. H. Quick, who served under him as unpaid curate at Whitechapel, says of him in his diary: "He seems to know most things and everybody." That such a man should have been relegated to an obscure Yorkshire living, and not raised to the Episcopal Bench, speaks little for the discernment of our Prime Ministers. Mr. Howard Candler had been for forty years a master at Uppingham. The first mathematical master of Thring's new foundation, he was a man of wide literary interests, and took an active part in the work of Toynbee Hall. In Hampstead politics he no less made his mark, and was for years a member of the Borough Council. His friend and ally, Dr. Abbott, is still with us to maintain the tradition.

LOCAL AUTHORITIES.

Women and Agriculture. THE Board of Agriculture and Fisheries has displayed since the War a commendable activity in attempting to advance and protect agricultural interests. And if the circulars which it has issued have appeared to be too numerous and unduly prolix, they have at least indicated a zeal for the national cause and a desire to get somebody to do something. A recent circular has been addressed to Local Education Authorities, urging them to make provision for the special training of the large number of women who have volunteered for labour on the land. As it is probably casual labour of a relatively simple character which is, or will be, chiefly needed, an intelligent woman ought to be able to learn very quickly by practical experience. And if the farmers are really in need of assistance, and are prepared to employ women, they ought to be willing to afford such facilities as may be necessary for the practical experience to be acquired. However, if class instruction in the minor operations of the farm are required, Local Authorities will no doubt be willing to aid in its organization, especially as Lord Selborne has obtained the consent of the Treasury to the payment of special grants to defray the whole of the cost incurred.

The Art of Milking. ONE of the suggestions, however, made by the Board of Agriculture for the consideration of Education Committees in preparing their schemes is not likely to be favoured by dairy farmers. It is proposed that a class should usually contain not less than ten members, and that, *inter alia*, "courses in milking should consist of twenty-four lessons each extending over two weeks." The Education Committee would naturally wonder how it could arrange for classes of young women volunteers to be so trained in the science and art of milking. The Board supplies this direction: "Farmers should be asked to allow the use of cows for the teaching of milking without charge." It can only be supposed that the farmers on the Board of Agriculture, and their dairy expert advisers, are more sanguine as to the complacency and patriotism of the sensitive cow, and better advised as to the willingness of the cow-keeper to confront the possibility of disaster in the country's cause, than those less advantageously placed. In its desire to increase the supply of milkers, the Board of Agriculture must be careful not to decrease the supply of milk.

The Women Wait. IT will be interesting to observe the extent to which the various efforts now being made to secure for women employment on the land are successful. They are to be found doing the work of men in banks and commercial houses, in factories and workshops, at railway stations and on tramcars, but so far the farmers appear to hesitate to avail themselves of the services of women. Throughout the country many women have been enrolled for agricultural War service, and the only difficulty is that they cannot find employment. The chief reasons are, perhaps, that until quite recently recruiting has not been very brisk in many of the rural districts, and various departments of farm work have been regarded as "reserved" occupations; consequently if there has been a deficiency of labour the deficiency has not been acutely felt. There is also the idea among farmers that if they employ women they will have less substantial grounds when appealing for the retention of their men; and finally, it is to be expected that farmers will be the last class in the community to adopt new ways and means of meeting new difficulties. They cannot change the habits and customs of generations unless compelled to do so.

Women Workers. IN some parts of the country, of course, there is no prejudice against women workers on the farms. According to the last census returns in Cumberland, Durham, and Westmorland, 17 per cent., and in Northumberland 21 per cent., of the "persons engaged in agriculture" were women. In the counties of Berks, Bucks, Dorset, Essex, Hampshire, and Oxfordshire, on the other hand, the women employed represent only about 3 per cent. of the total. It is of interest to note that while in Cumberland and Westmorland practically all the women workers are members of the farmer's family, in Northumberland less than 50 per cent. are so described, and in the south-eastern counties of Scotland only from 3 per cent. to 7 per cent. In the southern counties of England the few women who are employed are, as in the case of Cumberland, largely members of the farmer's family. The number of women employed, and more particularly whether the women are members of the farmer's family, indicates in a general way the character of the agriculture pursued in the different districts. It suggests also, perhaps, that schemes for the training and employment of women which may be quite appropriate for one part of the country will be out of place in another.

Canon Rawnsley has contributed a spirited appeal to women to come forward, as "the lads of the Border are all under order," which includes these lines:

"Northumberland lasses, come lend us your hands,
Clever hands that can groom, that can sow, that can reap:
Never mind your fair faces, away with fine laces,
Good homespun and clogs and sun-bonnets are cheap."

And there is no doubt that women, given the opportunity, are prepared to do what they can to take the place of the men. A northern farmer has related how when the War broke out his son and another man on his farm wanted to enlist. As he was reluctant to let them go, not seeing how he could do without them, his daughters volunteered to do their work. During the hay season last year, he says, they forked and made every pike of hay. They drove in turn every class of machine. During the furious storm last March they dressed up in some of their brothers' riding breeches, leggings, and strong boots, rode out in the blizzards of snow and helped to hay each morning about nine hundred sheep. . . . Last week they yoked up the chain harrows and harrowed ten acres of manure. He concludes by saying that their services have enabled him to get through

a difficult season, when otherwise he would have suffered considerable loss.

THE proposals of the Board of Education for the examination of secondary schools have, as the Board notes with satisfaction in Circular 933, already resulted in a revision of the regulations of the Oxford University Delegacy for Local Examinations, while the Cambridge University Syndicate has also intimated that a revision will be made on similar lines. If this means the limitation of external examinations to two examinations at the age of about sixteen and eighteen respectively, considerable inconvenience will be caused in many schools, more particularly in secondary schools of a new type maintained by Local Education Authorities. It is very doubtful whether an examination designed for boys of the average age of sixteen will, under any circumstances, meet the needs of these schools. Many of the banks and railway companies, and all the industrial undertakings employing apprentices, require boys at the age of sixteen, just under rather than over that limit. And the work of many of the new schools is mainly concerned in providing boys with a sound preparatory training with a view to these employments and industries.

SCIENCE NOTES.

It has been decided to hold a meeting of the British Association next September at Newcastle, and that the organization shall follow in general plan the successful precedent made by last year's meeting at Manchester. Practically the whole time will be devoted to the serious business of the sections, social gatherings being in abeyance. One curious result of this method was experienced last year—the abandonment of the large social functions made it all the easier for the members to meet for quiet talks. In our opinion it is quite one of the most important achievements of the British Association that it gives opportunity for workers in different fields of science, and from different parts of the country, to have informal discussions, to make new friendships and renew old ones.

SECTION L will devote nearly two-thirds of its time to discussing the position of science in education. We understand that secondary and higher education will be given one day, and elementary and higher elementary the remainder of the first day, after the President's address. The third day will probably be given mainly to the psychological problems which the war has brought into prominence. We are told that the invited speakers will include teachers of both sexes with long practical experience of school work. We hope the organizers will consider the advisability of inviting at least one large employer of skilled labour. It would further be wise to consider the teaching of science in girls' schools with special reference to the need of an increased number of medical women. The President of Section L is the Rev. W. Temple, and Prof. J. A. Green is Recorder.

THE organizers of the meeting in support of the "Neglect of Science" memorandum may be congratulated on the representative character and unanimity of the large audience which crowded the lecture theatre of the Linnæan Society on May 4. Lord Rayleigh was an admirable chairman, and the speeches in support of the first resolution were full of telling arguments. Sir E. Schäfer's denial that men of science need a classical education in order to express themselves clearly was itself an oratorical effort of high quality; while the advocacy of science teaching by the Poet Laureate and the Master of University College, Oxford, gained in effect by the official positions of the speakers as well as by the vigour with which both Dr. Bridges and Dr. Macan sustained the argument. Lord Montagu of Beaulieu delivered a strong indictment of the Government for its refusal to accept the advice and warnings of scientific experts. At first sight the connexion between this and the school study of science may not be manifest, but it will be evident if we remember that the Government circle consists mainly of men who have been educated at the great public schools, where science is even to-day treated as "all very well for those who have a special bent that way." Attacks were made on the Civil Service examinations; but in our opinion the quality of the speaking deteriorated in accuracy and tone whenever the subject became narrowed to mere reform of examinations. The real reform of examinations wanted is to take away from University lecturers the power of dictating

school syllabuses. Give science masters a reasonable amount of the boys' time, pay them enough to secure able men with broad views, give them a free hand. Let parents learn how many, varied, and important are the careers open to men who combine scientific knowledge with the power of handling men.

SINCE writing the above we have seen an advertisement for two practical physicists at manufacturing works in London, "starting salaries £500 per annum." (The time for making applications has now lapsed.)

THE gold-leaf electroscope is so simple and sensitive that its use in school courses for qualitative work is familiar enough. If the instrument has a plate, a metal pot (such as those used for calorimeters) can be placed thereon, and quantitative work on induction becomes fairly easy. It is, of course, necessary to bear in mind that the experimenter is himself a large conductor. The quantitative uses are extended when the capacity of the electroscope is known. Dr. T. Barratt recently brought before the Physical Society a simple method of measuring this capacity, depending on the use of another condenser of known or measurable capacity, e.g. a parallel plate air condenser. The electroscope is charged from the known condenser as many times as necessary, and from the drop of potential of the latter the capacity of the electroscope may be readily deduced. The amount of the deflection of the leaf was found to have little influence on the result.

THE WELSH UNIVERSITY COMMISSION.

By PRINCIPAL D. R. HARRIS.

THE King has appointed a Royal Commission, of which Lord Haldane is Chairman, "to inquire into the organization and work of the University of Wales and its three constituent Colleges and the interrelation of the three or other possible constituents."

Any inquiry of this kind should have regard to the history of the three University Colleges which are primarily concerned. Their origin is humble—and inspiring—enough. It is told in the following words of Mr. Gladstone, spoken in the year 1877:—"The people of Wales are a people deeply enamoured of knowledge, and what they have done has been done with very little assistance. With no assistance at all from any public fund of any kind they have, within the last five or six years, founded a large and important College at Aberystwyth." Five or six years after these words were spoken two other Colleges were founded, one at Bangor and one at Cardiff, "with very little assistance from any public fund," and with the rise of Provincial Universities towards the close of the last century a national University of Wales was established, consisting of the three constituent Colleges Aberystwyth, Bangor, and Cardiff. The main function of the Colleges was, and is, to prepare their students for University degrees in Arts and Science. Everything is subordinated to this end and has to be fitted into the established arrangements for carrying on this work. The control in all three Colleges is in the hands of a Senate consisting of heads of departments, who naturally regard the work of the College from the standpoint of the interests which they represent. Within the limits so imposed very good work has been, and is being, done. The Welsh student is keen, hard-working, and has his fair share of native ability. He passes his examinations with credit, and is encouraged to undertake independent work when he is ripe for it. The output of post-graduate research reflects the greatest credit on University teachers and students alike. The standard, particularly at the Honours stage, is distinctly high. Perhaps the weakness of the teaching is most in evidence at the intermediate and ordinary stages, where the size of the classes in many subjects makes real teaching impossible, and the lectures degenerate into something very like dictation exercises.

The result is that the young student relies upon his notebooks in preparing for his examinations, and real living con-

tact with the literature of the subject is very slight indeed. To remedy this a large increase in the number of assistants to the professor is one of the pressing needs of the Colleges. Fewer lectures and more *Seminaar* are needed, with some attempt to direct and supervise the reading of the individual student. When full allowance has been made for this recognized deficiency in the teaching—a deficiency which is almost entirely due to lack of means—it may be claimed that the three University Colleges of Wales have a record of which they have no need to be ashamed, if judged by any criterion which has regard to (a) their origin, (b) the generally accepted view of the function of the Colleges as places of higher learning and research in science and in arts, and (c) the means at their disposal for undertaking that work.

This last consideration—the financial position of the Colleges—is serious. Their endowments are quite trifling in amount, and the grants from public funds are insufficient for the purpose, as the fees paid by the students do not amount to half the cost of their education. The consequence is that all the Colleges are in debt and in urgent need of increased funds to carry on. At Bangor and Cardiff very heavy responsibilities have recently been incurred by the erection of new buildings, the money for which is now not likely to be subscribed by voluntary contribution, as there were signs even before the outbreak of the War that this source had wellnigh dried up. At Aberystwyth the difficulties of the situation have been aggravated by the institution of departments for maintaining which the resources at the disposal of the authorities were wholly inadequate.

Turning now to the relation of the Colleges to the University, it must be recognized that the federation is not organic. The Colleges are, in the main, all doing the same work; each is complete in itself and in competition with the other two. There is very little movement of students from one College to another, and the only real co-operation is in the arrangements for examining the students. Even when their mutual interests are attacked, they do not readily combine to defend themselves. On the contrary, there is no little mistrust and jealousy in their attitude towards one another. If one College desires an extension of activity in which the others are not interested, it is a case of two to one against the extension. The University Court has the last word, but the active part in the debate is taken by the academic members, and all questions of a contentious nature are referred to the Executive of the Court, on which the Colleges work for proportional representation—and a little more if they can get it. It has, indeed, been recognized from the outset that the federal arrangement on existing lines would probably prove to be a stage in a process of development in one of two directions—(a) the establishment of three separate Universities, or (b) differentiation of function. The history of the last few years has gone far to show that Wales cannot support, and does not need, three Universities all doing the same work.

The hopes that accompanied the building of the fine new Arts Block at Bangor, with its accommodation for from 600 to 700 students, have been sadly disappointed. The students, who never exceeded 350 altogether, have not come in increasing numbers as it was assumed they would, and in consequence the new buildings are largely a white elephant, because they are out of all proportion to the needs of the College, and, as they only provide for the Arts Faculty, the old buildings at the other end of the town have still to be maintained for science work. Nor is there any ground for supposing that Aberystwyth or Cardiff could at present show good cause for separate and independent existence, though what Bristol has done ought to be possible at Cardiff, with the wealth and population of the South Wales coalfields to draw upon. It would, therefore, seem that the federal arrangement is, for some time to come, a necessity, and some differentiation of function is demanded in the interests of economy and efficiency. It is also called for as a means of enlarging the scope of University education in Wales so as to include higher technical and professional training to a far greater extent than has hitherto been found possible.

For the Welshman, with all his "passionate love of instruction" which Mr. Gladstone noted, is keenly alive to the truth that knowledge is for use as well as possession and enjoyment. There is too, discernible in the attitude of the people—for the common people of Wales think about education and its value—a growing unbelief in the adequacy of book-learning and theoretical studies as a preparation for life and career. They have almost come to see that "knowledge which is a product of mere learning is often weak in itself, puffed up though it may be; it brings to the soul no greatness, and no strength, but acts often as a decorative cloak for a weak and puny mind." However that may be, there is a clear and growing demand for a closer and more vital touch between the work of the schools and colleges of Wales and the conditions of life to-day. The feeling is that the existing provision for University study in Arts and Science is ample, and possibly excessive, whereas facilities for various forms of technical and professional training are lacking to such an extent as to prove a national hindrance. The Colleges are fully alive to this, and have, indeed, tried to anticipate the demand in respect to training in agriculture, in which subject there are departments at Aberystwyth and Bangor. Cardiff, too, has endeavoured to some extent to meet the needs of the mining industry of South Wales, and the establishment of the recently endowed Medical School there is a great step forward. It must be confessed, however, that much more is expected in this direction, and it is hoped that the Commission will find in favour of development along these lines. The fear is that if such technical and professional training were entrusted to the three University Colleges, its success would be prejudiced by the strong academic bias to which reference has already been made. From some points of view the wiser course would be to establish schools of professional training, in co-operation with the University Colleges but under the direct control of the University.

Such an organization of higher technical activities, in co-ordination with the existing Colleges, would suggest the appointment of an administrative Head of the University. This was a very contentious point in Wales some ten years ago, when the proposal to appoint a "working head" of the University was definitely before the Court, but it is outside the scope of the present article to deal with the various considerations for and against. It is, however, in place to say that the present arrangements for conducting the business of the University has serious disadvantages. By this arrangement the College Principals act as Vice-Chancellor in turn for periods of two years—i.e. they are in office for two years out of six. The plan has resulted in the withdrawal, to a large extent, of all three Principals from active participation in the teaching and other activities of the College. Those who are old enough to have been students in one or other of the Colleges in the days before the University, when the Principal had his regular teaching engagements and was interested in the social life of the College, appreciate the greatness of the loss.

If this extension of technical and professional training could be in part brought about by some differentiation of function in the Colleges themselves, many advantages would follow. The working expenses of the three-College arrangement, each College being a miniature University, are burdensome and ought to be avoided as far as possible. Moreover, Wales is an area small and homogeneous enough to afford an opportunity for the development of a national scheme of higher education on comprehensive lines, without undue overlapping. Concentration would enable the additional staff required to be provided at less expense than is now involved in the maintenance of a separate department at each of the three Colleges. The objections urged are (a) that students who live in or near one of the collegiate centres would be seriously inconvenienced if they had to proceed to a more distant College to obtain the education they desire; and (b) that the freedom of the Colleges to develop along their own lines would be seriously curtailed. In reply to the first objection, it may be urged that such movement

of students would have considerable educational value. It is one of the drawbacks of our provincial Universities that students come to college by train, tram, or bicycle, attend the classes for which they are entered, but miss a large part of what a college education stands for. From this point of view, differentiation of function and consequent concentration of work at the Colleges would have a good effect on the outlook of the student, for he would be better educated under better conditions, especially if hostels were provided for the men as well as for the women. With regard to the freedom of the Colleges, it need only be said that we have now reached a stage in the evolution of higher education in the Principality at which it becomes necessary to think of the individual College in terms of the larger whole represented by the University.

THE DOCTRINE OF VIOLENCE.*

IT may be that for the teaching profession the most interesting part of M. Sorel's book, now for the first time appearing in an English translation, will be his preliminary remarks on the art of writing. He has never, he says, himself learned that art, and he makes it no secret that he does not regret it. What he does regret is his education. "During twenty years I worked to deliver myself from what I retained of my education. I read books, not so much to learn as to efface from my memory the ideas which had been thrust upon it." For M. Sorel is a Bergsonian, and therefore has no use for "ready-made" thoughts served up for use, which are, in his view, the product of Academicism. So far as he avoids a straining after literary quality—that vice of academically bred minds which inevitably results in an effect of second-hand literature—his repudiation of the art of writing is all to the good. Still, it does not strike one as a satisfactorily constructed book. This is partly due to the fact that it is translated, but partly also to its assuming an acquaintance with the lesser issues of French politics, which results in allusiveness. This is no fault in a French book written for Frenchmen. But it is commonly claimed for M. Sorel's book that it expounds the philosophy of a new movement, and a book which can attain to that importance should at least be free from the imputation of parochialism. In this respect, however, M. Sorel has suffered from his admirers: what he purports to give us is "reflections on violence." He was not, as is popularly supposed, the founder of a new school in politics and the Rousseau of the Syndicalist revolution. Rather he attempts to put into general terms the ideas which are suggested by a new and spontaneous popular movement. The Nemesis, however, of a writer who sets out as the champion of spontaneity against Academicism, to formulate the principles on which popular revolt can successfully proceed, is that he is bound to become more than academic. His work is doomed to unreality. To tell the proletariat that they *must* cultivate class-consciousness, that they *must* proceed on the lines of a class war, is academic in the last degree. Class-consciousness is nothing if not spontaneous. If it is there, it has its natural effects: to try to stereotype it is the most unreal of proceedings. But the generalizer cannot help becoming something of a propagandist. And directly he does so he becomes as academic as any of the middle-class social reformers who, according to M. Sorel, are the enemy.

But even if we feel that M. Sorel as a guide to action is impossible, he is nevertheless most usefully suggestive. Occasionally he throws out the most enlightening generalizations—some of them of particular interest since the present War broke out. Thus he tells us that: "The proletariat must be preserved from the experience of the Germans who conquered the Roman Empire; the latter were ashamed of being barbarians, and put themselves to school with the rhetoricians of the Latin decadence; they had no reason to congratulate themselves for having wished to be civilized." Again, he finds

one of the chief effects of the war of 1870 on the French outlook to have been the abandonment of the myth of the patriotic army (he makes much of the utility of popular myths), with its volunteer armies and improvised generals. The Prussian occupation brought it back to sober prose and thoughts of organization. But perhaps what may most give Englishmen to think is the use that he makes of von Hartmann's saying that we have replaced the barbarity of former times by cunning, particularly in its application to English trade unionism. The fiction of "peaceful picketing," the half-underhand organization of trade unions under the protection of "laws inspired by fear," are to M. Sorel far less healthy than open violence and the general strike, and possibly he is right. The key to his ideas is the reassertion of individuality as an organ of revolution. It is the extreme revolt against what we know in England as Sidney Webbism and the middle-class organization of social reform. For all these palliatives spring, in his view, from middle-class fear. But the exploitation of Bergsonism can go too far; and it is possible, after all, that collective organization can sometimes be the expression of individuality. It certainly was in the case of Bismarck and Napoleon. How the world after the War will be disposed towards the doctrine of violence, who can say? It may be that it will have got rid of some dangerous stuff by a recourse to crude physical force, or it may have become hardened once more to such methods. When we find a gently nurtured boy writing like this: "Some of them trusted to the bayonet, the use of which gives to some men a curious satisfaction and a sense of something definite accomplished," we wonder whether the armies will come back from the War possessed with the devil of bloodthirstiness, or like an Agave slowly awakening to the horror of her deeds.

The strangest paradox of all is that M. Sorel writes in sympathy with Christianity, and is said to be of a mystical temperament. Some Christians, he says, thought it wrong to avoid persecutions, because conflict was of the essence of their religion; and when the need for a struggle for existence was over they set apart a section of their community to act, as it were, the bloody scene in the seclusion of monasteries. But it is surely one thing to welcome the violence of others and another to enter a conflict in which you yourself are the violent. In any case it makes one marvel at the ways of human reason when one reflects that two Christian anarchists, one French and one Russian, have arrived at exactly opposite conclusions as to the duty of Christians and Anarchists.

DEVONSHIRE.

THE modern haste and passion for quick motion at any price does not leave modern tourists much leisure to observe the characteristics of the people through whose towns or villages they may pass. Yet, even in England, in spite of the levelling effects of national education, quite enough of local characteristics still survive to add interest to the tourist who can spare time to make the acquaintance of the natives of the different districts which he may visit. The process of modern civilization has to a large extent abolished dialects, and therewith one of the most interesting and picturesque historical records of each county, though it is satisfactory to find that, in the more retired counties of England, the native dialect still holds its own—more especially in the West of England, where the "vulgar tongue" represents the old West Saxon, and also bears testimony to the early existence there of the Celtic race by the presence in the dialect of many genuinely Celtic words. The same spirit of modern civilization has abolished different local costumes, such as the peaked hat universally worn by Welsh women fifty years ago, and such as distinguished the inhabitants of the different cantons of Switzerland from each other. It is to be feared that this same levelling process may eventually efface that pleasantest of all characteristics, the sense of humour belonging to different counties. The light and good-natured humour of the peasantry of the West of England is not, however, already lost, as any traveller can ascertain for

* *Reflections on Violence*, by Georges Sorel. Translated by T. E. Hulme. 7s. 6d. net. Allen & Unwin.

himself if he will condescend to engage in conversation with West Countrymen. He will find, too, in the Western counties a pride in their past and a sense of their importance in the kingdom, and, indeed, in the Empire, which is very refreshing in this epoch, when we are constantly being warned that patriotism is a virtue of the past.

The remark made by the Rev. John Prince, sometime Rector of Berry Pomeroy, in his book eulogizing the memories of the worthies of his beloved county, holds good even to-day of the spirit of the West Country: "Insomuch, without envy be it spoken, what has been avouched of England in general may be applicable to this county in particular—viz. that she can live better of herself without being beholden to the rest of the kingdom than that can subsist without being obliged to her." He continues: "I would not be thought to speak so bold a truth of my county out of vanity or ostentation, but let it be to the glory and praise of the good God who has so signally blessed us."

We have perforce to accept the assurance that his unmeasured gratitude to Heaven for the superiority in which he shares is not referable to pride. From an ordinary person we might justly regard his fervent words as springing from that motive. There is no question but that pride of race is a marked characteristic of the Devonians, and it manifests itself in different ways. First and foremost, it will be found that the legends of the past glories of their countymen ancestors have left impressions, dim it may be, but ineffaceable, on their memories. Drake's drum would find lighter sleepers in his own county than in any county "uplong," as the West Country phrase goes. The names of Raleigh, Hawkins, Grenville, Coleridge, and many others, still have some meaning for Devonians. A quaint instance of this was presented to the writer of this article. He was sailing with the tide up the estuary of the Teign in the company of an old shell-back who had visited most of the ports in the world, and he had occasion to ask his boatman whether he or his mates ever ate porpoises.

"No, us don't eat 'em, zur," replied he, "but the Frenchies du, the dirty bastes!"

"Why should you call them 'dirty bastes'?" quoth I.

"I reckon you would call them dirty bastes tu if they had landed and burnt down your town!"

As a matter of fact this invasion took place during the reign of William of Orange, between two and three hundred years ago; but the sentiment and logic of the reply are eminently Devonian. Then there is innate in all genuine Devonians an unusual respect for and admiration of the great county families, whose careers they watch with an interest which carries us back to feudal times, lamenting their irregularities, rejoicing in their triumphs. Some of these great families have, sad to say, set anything but a good example to their posterity, and the writer remembers again another old sea-dog, off the coast of a part of the county where some of these bad specimens had their homes, who remarked: "What have us done in poor old Devon that God should send us such awful rulers?" While another, manifesting equally his firm hold of orthodoxy and his personal predilections, asserted that "if the devil don't get hold of he, he oughtn't to be devil no longer." The late Sir Redvers Buller, as we all know, was criticized for his conduct of the war in South Africa. This criticism was highly resented in his own county, and the enthusiasm for the de-throned general was so intense that it made one believe that he could have led a revolution in the West had he cared to do so. The clannishness of Devonians is notorious; it arises in part from racial pride—in this resembling the clannishness characteristic of Scotsmen—but likewise from a feeling that the ways and feelings of Devonians are not precisely the same as those of other counties who may fancy themselves more enlightened than Devonians, of whom an up-country cynic observed: "The more I go West, the more persuaded am I that the Wise Men came from the East."

Now the Devonians are not stupid, any more than the Irish are stupid; but it is true that they, like the Irish and like the ladies, are hampered by no pedantic admiration for formal

logic. A wit said of the Irish bull that it was always pregnant, and sometimes the answers given by a Devonian peasant may be described in the same way. An acquaintance of the writer's who was out partridge shooting climbed to the top of a hedge and shouted to a man working in the next field: "Did you see a covey of birds fly over here?" The answer came from another man working near him: "'Ee won't a zeed 'em, because he's deaf."

A coach once happened to be overturned on Dartmoor, and all the passengers were thrown into a ditch. The driver and guard set about extricating the passengers, and the latter, observing a pair of small feet projecting from the confused heap of struggling humanity, called out: "Whose be they feet?" On which an answer in a schoolboy's treble came: "If 'tis a pair of low shoes with tabs on them, they be mine!"

Sometimes the answers given are not without a vein of "artfulness," a quality which Devonians are apt to attribute to each other, not without reason. A diverting instance of this is a story current in the present writer's youthful days of a warranty trial at the Assizes in Exeter. The purchaser of a horse brought an action against the vendor for giving a false warrant of the animal's soundness. A groom in the employ of the vendor was cross-examined as to the bargain struck verbally between him and the purchaser. The counsel for the purchaser, in his cross-examination of this witness, asked: "What did the vendor say about the horse? Give me his words." Answer: "He never said nothing about no 'orse at all, zur."

"Were you not present at the interview at which the bargain was concluded?"

"I was, zur, but master spoke about selling a mare."

"What did he say?"

"He said her was a gude mare, and he'd warrant her sound."

"Yes, but I want his exact words. Did he speak in the third person?"

"Bless 'ee, no, zur; there wasn't no third person there except myself, and I never spoke."

"But I want to know. Did he not speak in the first person?"

"No, zur; 'twas the buyer who was the first person that spoke."

Here the Judge intervened and said: "Listen, witness. Did he not say, 'I know the mare and I will warrant her sound?'"

"He never said one single word about your Lordship. However, as you know what passed by hearing of it, you can easily adjudicate the case."

Stories of this kind are as common as apples in Devon, and the peasantry, who have a sense of humour, delight in telling such anecdotes of each other. It must be added that the humour of all West Country stories is much enhanced when they are told in the musical and racy West Country dialect, now passing away before that product of the training college, the modern schoolmaster, who has decided that what differs from his idea of standard English is vulgar and to be eradicated. As a matter of fact, West Country English represents more completely than any other dialect the Saxon as spoken in the South of England, and what makes it more interesting still is the retention or the adoption of a fair number of Celtic words, which presumably are a remnant of the tongue whose last representative is said to have been the aged crone called Dolly Pentatech, who lived at Mousehole, and lived to the age of ninety-two. She died in 1778, and with her perished the language of one branch of the Celtic people. A glossary of the Devonshire dialect was published in 1837, appended to a dialogue in that dialect written by a sister of Sir Joshua Reynolds, Mrs. Palmer. The dialogue represents the Devon tongue exactly as it was spoken when Reynolds was a Plympton schoolboy; its linguistic value is considerable. Many of the words have died out since, and doubtless many of the quaint traits of the Western men have perished together with the quaint old words in which the quaint old traits found expression.

H. A. STRONG.

THE TEACHING OF SWIMMING.

THE sympathetic reception given to the joint deputation of members of the Executive of the National Union of Teachers and the Amateur Swimming Association by the President of the Board of Education, when certain specific proposals for the encouragement of swimming among school children were recently discussed, naturally invites the attention of all teachers to the exceptional advantages which now accompany the inclusion of swimming among the subjects of the school curriculum. It may now be safely assumed that, in all schools where facilities for bathing exist (1) the time taken up by swimming may be considered as part of the time devoted to the teaching of physical exercises; (2) the land exercises for teaching swimming and life-saving may be included in the number of free exercises contained in the drill course. In addition, there are sound grounds for the belief that the next Code will strongly urge upon Education Authorities the desirability of encouraging the teaching of swimming to children in all districts where bathing facilities exist, and that life-saving lessons should be given at the same time.

Quite apart from its claims as a perfect form of physical exercise, swimming has a national appeal in a country like ours, and, of all the terrible lessons of the present War, the simple fact that so many of our gallant sailors have lost their lives through inability to keep afloat in water until the arrival of help is one which teachers will, perhaps, feel most keenly. In season and out of season they have urged the greater provision of bathing facilities in all parts of the country; in many cases schools' swimming associations have taken the work of tuition in hand themselves, and it is largely owing to their energetic efforts that nearly four thousand lives have been saved from the sea during the War.

In view of the enormous financial calls of the War it is certain that teachers cannot look—for the present, at all events—for any substantial grants in aid for the teaching of swimming, and in consequence the burden of tuition will fall upon them. At the outset it is important to bear in mind the fact that it is not essential for the teacher of swimming to be able to swim, or even that he should enter the water. Schools which have attained almost a tradition for the excellence of their swimming have had their pupils taught by teachers who never accompanied their scholars in the water. In some of the large towns—Manchester, for example—the first practical lessons are conducted to a great extent by mechanical means, the youngsters being assisted through the water by means of slight supports attached to the upper arms near the shoulders. The apparatus is moved slowly across the bath by the tutor at first, and, as proficiency in swimming is attained, the assistance given by the teacher is gradually lessened in degree. It is interesting to learn that some enthusiasts maintain that, given a thorough preparation in the essential swimming movements, it is possible for pupils to swim at the first visit to the baths, and there are authenticated cases where this has actually been done.

In districts where there is great difficulty in reaching swimming baths much could be done by familiarizing the pupils with the simple movements of breast swimming. A few minutes of careful practice every week would prove beneficial in every respect, since, when the pupils enter the water and overcome the initial nervousness, they naturally begin to practise the strokes with which they are familiar. Both the arm and leg movements are quickly learned, and one of the best methods of teaching them is to show the movements of a frog swimming in clear water. As opposed to the theory that land drill should always precede practice in the water may be mentioned the view of many swimmers that the first essential to success is familiarity with the water, it being maintained that a pupil who can plunge into the water fearlessly has already overcome the main difficulty in learning to swim. Teachers may have noticed, for

example, that the boy or girl who has learned to dive, very quickly follows up this success by actual swimming. It is important to recognize, however, that when children have a great deal of practice in the water they often contract very serious faults in their style of swimming unless they are under regular supervision. Boys especially are so keen to learn that they develop the most astounding styles, "dog-swimming" being one of the commonest defects. Such faults are often injurious to the health of the swimmer, as they are frequently the causes of serious over-exertion. The effort of swimming one length in a defective style is often greater than that expended in travelling four times the distance in one of the orthodox styles.

The opinion generally held by teachers of swimming is that a combination of land drill and water drill constitutes the most successful mode of approaching the problem. In some schools there is a preparatory course of arm and leg movements, practised on the drill ground and repeated at the side of the bath before the pupils enter the water. A third repetition is then taken when they are all in the water. Under ordinary school conditions, where only one visit weekly is paid to the baths, the adoption of this method usually restricts the swimming activities of a school to small dimensions. In such cases the land drills can be systematically taken throughout the school, so that the pupils will be ready, in due course, to take full advantage of their visits to the baths; for it is not always possible, even when there are professional instructors, to guarantee that scholars who go only occasionally to the baths in their last two or three years at school will be able to swim when they reach the leaving age unless there is such supplementary training given.

The chief difficulty in securing adequate tuition is usually found in the smaller towns and scattered areas where there are baths and facilities for the visits of school children, but no provision for special tuition. In such places members of school staffs are thrown more or less upon their own resources. Sometimes the baths' superintendents will take an interest in the youngsters, and very often they are able to give sound advice to visiting teachers as to the best methods of coaching. Under such conditions it will be found a good working policy to attach a learner to the care of a swimming pupil for a portion of the time available. When the teacher in charge is a swimmer, the practice of strokes already learned can best be done while the pupil is assisted across the bath, the teacher supporting the boy upon the open hand slightly below the learner's breast. Sometimes, and especially in the early stages, the teacher will find it necessary to steady the boy by holding the other hand lightly upon the pupil's back. If the scholars are placed in order on the two sides of the bath, from thirty to forty can be taken across during each visit. When a second teacher accompanies the party he can do very useful work by encouraging the pupils, from the side, to practise plunging. The hands should be held correctly in position, the youngster being encouraged to make the body spring in the direction of his hands, and, in order to give him the necessary confidence, the teacher in the water should wait for the plunger in order to assist him if necessary. This is a very good exercise for learners, as it helps to give them the sense of familiarity with the water already referred to.

In order that as large a percentage as possible should be able to swim on leaving school, it is absolutely necessary to introduce the boys to the water at an early age, and for this reason the younger pupils should be encouraged to visit the baths regularly. At first they should be allowed perfect freedom at the shallow end, and on no account should they be compelled to take the water. Experience shows that the youngest pupils will overcome their fear of entering the bath after four or five visits, though there are occasional exceptions. The boys quickly begin to emulate each other, and any average child will overcome any dread of the water by the end of his first season. After this the acquisition of swimming ability is a matter of time only; some begin to swim much sooner than others, but any pupil who attends

the baths regularly during three seasons should find himself able to swim one or more lengths.

There are, of course, cases which are very difficult to deal with—as, for example, pupils who cannot learn the breast strokes owing to uneven body-balance or difficulty in breathing. Inflated wings are sometimes used successfully with such children, but a far better plan is to approach a solution by means of back swimming. This style of swimming is much easier than breast swimming, and there is no difficulty in breathing. In addition, back swimming is the chief qualification for life saving, and, in the view of many experts, future progress in the art will be largely dependent upon the fuller development of back-swimming strokes.

H. LEATHER.

JOTTINGS.

BRITISH TRADE AND SOUTH AMERICA.—The fine field South America offers for the extension of British trade has been pointed out by capable and experienced judges. Our friend the enemy has already made good use of an avenue which is probably now barred against him, but there are our American cousins, and, to adopt their own phraseology, they are up against the British proposition in South America. To capture a fair share of this trade our commercial representatives must, so far as the Spanish and Portuguese languages are concerned, be almost native and to the manner "born," and Sir Albert K. Rollit, as President and on behalf of the Anglo-Portuguese Chamber of Commerce in London, has promised a contribution of £5 towards the cost of setting and examining the papers in the Portuguese language which are to be prepared for the Commercial Education Examinations of the London Chamber of Commerce in 1916.

THE Executive Committee of the City and Guilds of London Institute have appointed Prof. Gilbert T. Morgan, D.Sc., F.R.S., of the Royal College of Science, Dublin, to the Chair of Chemistry at the Institute's Technical College, Finsbury, rendered vacant by the death of Prof. Meldola. Prof. Morgan was a former student at the College under Prof. Meldola, and later for some years chemist in the works of Messrs. Read, Holliday, & Sons. He is a recognized authority on synthetic chemistry and dye-stuffs, on which subjects he has published many original papers.

THE Board of Agriculture has issued a Special Leaflet (No. 59) on the successful employment of women on the land. Free copies will be sent on application to the Secretary, Board of Agriculture and Fisheries, Whitehall Place, London, S.W.

MISS ALICE GRUNER has resigned the Secretaryship of the Association of University Women Teachers, and the Executive Committee has appointed Mrs. B. Brough, who will take up the work from to-day (June 1). Miss Gruner has held the post for twenty years.

ROLL OF HONOUR.—Two Harrow masters were killed in action in France last month—Captain C. A. Werner, Rifle Brigade, and Captain R. O. Lagden, King's Royal Rifle Corps. The former was at Harrow for thirteen years. There have also fallen Captain H. C. B. Cummins, Seaforth Highlanders, Assistant Master at Edinburgh Academy; Captain V. E. Reynolds, West Yorkshire Regiment, Art Master at Aske's Haberdashers' School, Cricklewood; Second Lieutenant Bernard Pitt, Border Regiment, Assistant Master at Cooper's School, Bow; and Lieutenant L. Lailavoix, of the French Army, Lecturer in French at Victoria University, Manchester; Major William Esson, of the Royal Marines, son of the Savilian Professor of Geometry, Oxford, was lost in the sinking of H.M.S. Russell; Lieutenant T. P. Wood, 3rd Gurkha Rifles, Principal of La Martinière College, Lucknow, India. Lieutenant D. M. Williams, South Staffordshire Regiment, Assistant Master at Winchester House, Eastbourne, reported missing after the battle of Loos, is now known to have been killed. This is the officer in honour of whose bravery the Germans put up a cross with a wreath on it.

Shakespeare's England, to be published shortly by the Clarendon Press (2 vols., illustrated, with an ode by the Poet Laureate, 25s. net), promises to be a worthy memorial of the Tercentenary. Each

(Continued on page 320.)

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MISS FAITHFULL, who has been granted an off-term by the Governors of the Ladies' College, Cheltenham, is at present, we believe, investigating the employment of school girls in harvesting and other agricultural work.

MISS FINDLAY, who was appointed from a field of over fifty candidates to the Head Mistressship of the Winchester, in succession to Miss Mowbray, has been for some years an assistant mistress in Cheltenham College, where she was educated, proceeding to St. Hilda's College, Oxford, where she took a Second in the History Schools.

THE Montessori Society has secured Miss M. Mathers, who has been attending Dr. Montessori's course at Barcelona, to lecture on June 25. Non-members should apply for tickets, price 1s., to the Hon. Treasurer, Dr. White, 49 Gordon Mansions, W.C. It has also organized a Summer School, to last three weeks, at Wootton, near Boar's Hill, Oxford. For particulars, apply to Dr. White.

SIR HENRY MIERS presided, on May 20, at a Conference called by the North-Western District of the Workers' Educational Association to discuss "Educational Economics." A unanimous resolution was passed to the effect that the Conference affirmed its belief that any reduction in national expenditure on education would be false economy and gravely prejudicial to the welfare of the nation. Before this, in a review of "Economics" effected by Local Education Authorities, it was stated that the Manchester Education Committee had reduced their expenditure on higher education by £11,106 and on elementary education by £13,099, and that the Cheshire Education Committee had, for the period of

the War, reduced the leaving age for boys and girls going to work from fourteen to thirteen years. When we set this by newspaper paragraphs on Society charity matinées and "quiet dances," it makes strange reading.

SUMMER MEETINGS.—The Local Lectures Summer Meeting of the University of Cambridge (August 2 to 14) promises to be of exceptional importance. The new subject chosen for this year is Russia. The inaugural lecture will be given by the Right Hon. Lord Robert Cecil on August 2, and among the lecturers are such distinguished names as Prof. Vinogradoff, Dr. Hagberg Wright, Lord Redesdale, Dr. Holland Rose. The other subjects on which courses will be delivered are the Economics of Land and the Elements of Pain and Conflict in Human Life.

For the Head Mastership of the University College School, Hampstead, there is a large field of candidates. The Council has wisely determined to guarantee a minimum of £1,000 a year salary. If the school attained again its ordinary numbers this would be largely increased.

THERE is this year to be no Harrow v. Eton at Lord's. The annual match will be played at Eton or Harrow, either school visiting the other for a day.

THE Annual Conference of the Association of Head Mistresses will be held at Wycombe Abbey School on Saturday, June 3. The Master of the Temple, Dr. Barnes, will address the Conference at 10 a.m.

THE Glamorgan Summer School will be held, as usual, at the Barry County Schools from July 31 to August 26. Prospectus and application forms will be supplied by the Chief Education Official, County Hall, Cardiff.

WE regret to announce the death of Mr. Philip Molyneux, who has since 1889 edited the *Oxford University Gazette*. We have frequently called attention to the literary ability and discretion of the editor.

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EDUCATIONAL REFORM.

By Sir CHARLES WALDSTEIN.

A MOST important issue has been raised by the two manifestos published in the *Times* of May 4—the one by Sir E. Ray Lankester's Committee, the other by a number of representative men of learning and culture, including some specialists of the natural sciences. The proposals they contain are vital to our national life, in the present and for the future. A false step, a hasty reform, or a complete revolution of our educational system, might prove fatal to our national life for generations to come. But the opinions expressed by both parties are in no way unreasonable or extreme, and can surely be reconciled. Is it too much to hope that the two bodies will meet and co-operate, and, if possible, found a great Educational Reform League to improve our national education? Would it not be possible for them, thus united, to seek for and to confirm—not the differences in their views—which have already been abundantly formulated, but the points of agreement which they could bring before the administrative authorities with weight of influence ensuring practical realization?

If Sir E. Ray Lankester's Committee were to succeed in securing more complete recognition for the study of modern languages and, especially, for instruction in the principles and achievements of the natural sciences, they will have done a great service to the nation. On the other hand, they must effectually guard against the fatal misconception in the teaching of these subjects—a misconception which is almost inevitable, if not in their own case, at all events among the wider public—that they are to be taught with a view to producing the specialist or technical journeyman. The wider teaching of science must be humanistic in nature, in which even the most technical and utilitarian studies are ultimately

—and even immediately—pursued in what we must call the humanistic spirit. The aims of such teaching are to be the training of thought and taste, the development and refinement of the sense of truth, the increase of knowledge; they are not to be affected by the premature introduction of “applied” and opportunistic ends. We must all admit that no man is properly educated (may I use the word “cultured”?), whatever his classical, historical, literary, or artistic attainments, who has not imbibed the spirit of modern science and has not some acquaintance with its achievements.

It is not enough to know Shakespeare; we must also know Newton if we claim to have grasped the history and meaning of English civilization. On the other hand, from the point of view of national education, it must be admitted that the *Principia* are not to the same degree accessible and intelligible to all people as are the works of Shakespeare, because they only represent one aspect of human life—its thought and its needs—while Shakespeare covers the wholeness of human life; the subject-matter and the language necessarily appeal to all, and his work thus forms part of what have justly been called the *humanistic* studies. In the case of Hellenic or classical literature, this applies to all Western nations. The classics will thus always form the groundwork of general education.

No man recognized this more fully than the late A. W. v. Hoffmann, the great scientific chemist of the past generation of German educationists, who helped to lay the foundation of that purely scientific organization which has been applied to their industries, and even to the conduct of war. In his Rectorial Address at the University of Berlin, delivered many years ago, he maintained with convincing clearness of conviction and exposition that the classical education in the *Gymnasias* of the Germany of old was ultimately productive of higher standards of scientific research and achievement, and immediately of better men to further its ends, than the teaching of what we call “the modern side.” The result of the spirit of his teaching and of that of his scientific colleagues (to adhere to only the one instance of Hoffmann’s work) has been that the aniline industry (though discovered in England by Perkin, under whom Hoffmann worked) has been monopolized by Germany. The three factories which thus control that industry (at Mannheim, Hoechst, and Elberfeld), besides their armies of workmen, have each about 350 highly trained scientific chemists, most of them educated in the purest spirit of their science in Universities, and not in technical schools. One hundred of these may be occupied in direct supervision and management, while two hundred are engaged in more remote chemical research in the same spirit and with the same methods as prevail in higher research in Universities. I am, on the other hand, told that the largest chemical works in the United Kingdom employ at most ten highly trained chemists.

Now what does this mean? Not that 350 highly trained chemists flocked to the doors of the factory to dump their unsolicited intellectual merchandise before ignorant and recalcitrant employers, but that these employers—and the nation at large—were sufficiently well educated to realize the advantage of pure science and research; that they called for such scientific assistance, and gradually developed their extensive research laboratories, which ultimately were turned to such enormous commercial profit. It certainly does not mean that we ought to concentrate our energies on the technical training of chemical or other scientific journeymen, but that, as a nation, we must fight what Meredith called “England’s hatred of thought”—the general mistrust of the expert. We must not listen to the clamour of the popular sciolist, that we ought to level science and education down to the needs of our industrial and commercial life, but we must raise the nation up to the understanding and appreciation of the highest science, even the abstract and humanistic aspect of it. This will lead to thoroughness in its application to the varied needs of the nation and its economic life.

One truth it is, however, most important for us to remember at the present moment:

That the success attained by Germany in its industrial and com-

mercial development during the last forty years, as well as in its preparation for this War, and where it has been legitimately successful in the waging of it, are entirely due to the infusion of the spirit of thoroughness into the whole German nation by such men of the previous generation as v. Hoffmann, by Virchow and Helmholtz, Gauss, Kirchhof, and Bunsen, and innumerable representatives of humanistic studies kindred in spirit with these; that these men were all trained in “classical” schools; and that this humanistic spirit of those former days, affecting the life of the whole nation, was again the inheritance of the thought derived from their philosophic predecessors, such as Kant, Fichte, Schelling, Hegel. Out of this inherited earlier spirit has come the thoroughness and the appreciation of scientific organization in the functions of the government, as well as the appreciation of things of the mind on the part of the whole people. I have endeavoured to show elsewhere how this monstrous War is the result of the rise and dominance of *Strebertum*, the victory of the modern “pusher,” the very antithesis of the traditions of the older Germany. I maintained that, in so far as the older spirit has survived, they are successful, and that all that is bad and leads to their ultimate undoing, as it has already produced the moral degeneration of the German people, is due to the new *Alldcutsches Strebertum*.

It is in the nature of these hasty, intellectual *parvenus* to exaggerate the importance of the application of science to military organization. By a curious paradox they become the pedants who build up theories of national psychology, and imagine that systematic frightfulness will overcome the nerve of highly intelligent, as well as healthy and sturdy, enemies. It is they who place their chief hope on Zeppelins and submarines and on superior railway organization. On the other hand, the War will be won by the Allies the more rapidly as they increase the thorough and scientific organization of the business of war, while retaining the moral qualities which, as nations, they possess. We must free ourselves from the mistrust or the neglect of the expert which leads our Government to assign skilled work to unskilled amateurs, and produces instances such as the one quoted by Lord Montagu—instances which can be multiplied a hundredfold. But we must go deeper and wider than this until we come to the prevalent ideals of education, where, with the exception of the Scottish people (whose appreciation of thought and learning is comparatively high), the general value placed upon intellectual achievement and eminence is of the lowest. So long as the nation at large (from the governing classes, through the employers of labour and the labourers themselves) does not justly appreciate such moral values, there is little hope of improvement. But, above all, when the parents in their homes—however priceless our national sports are to us—prefer their sons to gain distinction in the world of sport or in social eminence rather than as able scholars, and even encourage contempt for intellectual achievements, the best educational systems and the efforts of all our pedagogues will be in vain. And yet, recognizing the crying need for reform in the teaching and efficient diffusion of culture and of science, let us always retain our national ideals of manhood as conveyed by the term “gentleman”—the man possessed of culture, including the understanding and the appreciation of the natural sciences as well as the humanities, the man delighting in our sports and our outdoor life, with the accompanying spirit of fair play, chivalry, and generous manliness. For “the man’s the gowd for a’ that”—and it’s the man who wins wars.

THE head master of an elementary school in a Midland town questioned 175 boys as to how often they visited picture palaces. Three went every night, 40 three times a week, 20 twice, 100 once, and 12 did not go. Of 64 boys absent on the day of the big snow-storm, because of the snow, 14 had gone to the pictures. Thirty boys in the school worked out of school hours to get money for the pictures. He tried to find out what films attracted them. Scott in the Arctic bored them, but they liked detective dramas and the comics. As another head master in the same town remarked, “it is most regrettable that children know the films are nauseating, but excitement holds them.”

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(Continued from April, page 207.)

By RUTH M. FLETCHER.

ORIGINAL poetry by children is an interesting subject, but space forbids full discussion here. Enough to state that I have experimented independently in this direction, and am amazed and delighted at the result. I believe that most intelligent children of this age have within them, mostly latent, a vein of poetry, simple and rhythmical, and need only the right stimulus to use and delight in this power. The ear is best trained by the poetry they learn orally in class; therefore I aim at giving them simple, rhythmical verse. R. L. Stevenson's *Child's Garden of Verse* and W. Blake's *Songs of Innocence* are the best I know. Beyond this there is no definite training for verse making. Each child chooses her own metre and rime. She is quick instinctively in realizing if the metre is irregular or the rime wrong; but, on the other hand, I find that she is rarely able to alter her own work—the first inspiration is the only inspiration. The teacher's work is suggestion. This suggestion, in my case, has taken three forms. I add examples illustrating them. The verses in each case came to me exactly as quoted.

1. Verses from a suggested title—*A Dirge for Baldr*:

- (1) Baldr is gone from us
Baldr, Baldr
Baldr come back to us
Baldr! Baldr.
Best of all the Gods
Why have you gone from us
And left us all grieving now
Baldr, Baldr?
- (2) Killed by a traitor God
Lok, the Accuser
Killed by the fatal bough
Baldr, Baldr.
Best of all the Gods
Why have you gone from us?
And left us all grieving now
Baldr, Baldr.

2. The first two lines of a real poem, unknown to the children, were given:

- (1) What was he doing, the great God Pan,
Down in the reeds by the river?
Tell what he was doing? Why, who can
Down in the reeds by the river?
- (2) Perhaps he was talking to mermaids fair
Down in the reeds by the river—
Come up from the sea to see him there,
Down in the reeds by the river.
- (3) Or playing his pipes to the creatures round,
Down in the reeds by the river;
For all creatures came to hear the sound,
Down in the reeds by the river.
- (4) We shall never know, for go who dare,
Down in the reeds by the river?
Pan only knows what happens there,
Down in the reeds by the river.

3. The children had learnt *Fairy Bread*, by R. L. S., and the suggestion was that they should write a reply to the invitation:

A Reply to the Witch's Invitation in "Fairy Bread."

Mother witch, I will not come
Up to your retiring room;
Other children eat your bread,
Then, are charmed to sleep
By your stories; and, 'tis said,
Wrapt in slumbers deep,
They forget their friends so dear,
And only long more tales to hear.

Collective work, too, has its value. These thirty children have written a scene in blank verse on the death of Baldr. The subject was chosen as the result of reading Matthew

Arnold's *Baldr Dead*. They built up the story and action of the scene orally, and wrote down in their notebooks the order of events. The outline was now ready; the form had next to be chosen. We spent about fifteen minutes examining Shakespeare's medium in *Julius Caesar*. They saw each line had ten feet and five beats, and that the first beat came on the second foot; also that a line could be divided between two speakers. They were told this was blank verse. For home work they took any part they liked of the arranged scene—e.g. where Lok tempts Hod to join in the sport—and this they put into dramatic form, with blank verse as the medium. I chose the best lines in each part, and wrote them out together as a connected whole. The following speech is typical of the scene. It is spoken by the god Tyr to his assembled brother gods, who are idling in the hall:—

Tyr. The day is hot and all the earth is still—
Too hot, indeed, to jump or run or hunt;
All Asgard streets are silent as the night,
For all the Gods have drawn their shady blinds
To keep the burning heat of day without.
Someone suggest a mild and pleasant game,
Our hands away from idleness to keep;
We're tired of idling here upon the ground,
Now brothers, speak your mind and name a game!

V. *Individual Reading*.—The great work here is to see that the child has plenty of good books among which she can browse. Each child in this form has her own textbooks, but most of these she must read for herself. Why should *Westward Ho!* for example, be read in class? It will be read just as well, and with much greater interest and appreciation, if read individually. We also have a form library, which is changed every term, and this puts about a hundred books within the reach of every child throughout the year.

In conclusion, ask the children what books they have "done" in class, and their answer will disappoint you, but ask them what books they have read for *themselves*, and what they think about them, and I think their answers may be taken as the justification of this article and these ideas.

"TESS" ON THE KINEMA.

By S. P. B. MAIS.

HE was a shrewd critic who laid it down as a law that the test of a masterpiece lay in its adaptability to translation. *Don Quixote* has been rendered into every European language and still remains supreme; the Russian novels in English still retain all their essential greatness; Dante can transport us to his *Paradiso* and *Inferno* even through the medium of Carey's verses just as much as if he had himself written in our own tongue.

But there has since arisen a leveller of all writing, where Marie Corelli can meet Shakespeare on equal terms, and Sir Walter Scott claim no higher place than Agnes and Egerton Castle or the author of *The Murder in the Red Barn*. The Kinema is the Red-hot Socialist of Letters. All delicacy and refinement of style, all shades and subtleties of character-drawing are removed, the bare plot-making and incidents are kept and thrown into the limelight. The effect of such treatment on such a writer as Thomas Hardy passes belief.

I have just undergone the experience of seeing *Tess of the D'Urbervilles* screened in a country town in Hardy's own part of Wessex.

We were shown, to begin with, life in Tess's cottage with the drunken father and mother. Tess herself was appalling. All through the play one could not help feeling that no Angel Clare, no Alec D'Urberville would ever have looked twice at such a woebegone slattern. We were next introduced to the parson (of course comic) who discovered the lineage of the D'Urbervilles, and given a picture of Tess's father and mother full of their new found dignity in being the descendants of so great a family; this was followed by the Maypole scene, in which

a large bevy of beauties (such as could never have been found in any one village in the world) are engaged; among whom Tess stands out as the only ugly one. Three travel-stained pedestrians on a walking-tour apparently think otherwise, for one of them (by far the least interesting: Angel Clare, of course) leaps into the ring and carries her off. An explanation in big type follows to the effect "that had Angel only carried off Tess for good at this point, the whole terrible tragedy would have been averted." This statement caused the audience to sink back into their chairs and chew sweets in comfort; the applause and hisses, indignation and the producing of handkerchiefs was to come after; all was well! They were quite ready for Alec D'Urberville when he appeared in immaculate flannels; he was too well dressed to be anything but the villain. We were allowed to see Tess gradually become more and more harassed by his "odious attentions," followed by her disgrace, her nameless baby lying almost dead in the cottage bedroom. Very graphically and in full detail is the baptism of "Sorrow" portrayed; neither are we spared the harrowing finish of the last act in the child's history when Tess buries it in a forsaken corner of the churchyard in the dead of night.

The audience now began to feel that it was getting quite enough gloom for its money (it obviously didn't know it's Thomas Hardy); luckily, however, Talbothays Farm soon came on the screen. The merry milkmaids, the Froom river flowing placidly along the bottom of the meadows, the cattle grazing, or being driven up into the byre, immediately captivated our villagers. This they really understood, and were ready to appreciate; this was a slice of home life. They hugged themselves with delight; imagined themselves there with Marion and Izz; almost mimicked the conversation that was going on in the kitchen; and were transported with glee at the love-making of Angel and Tess. They were frankly bored with the scenes in Angel's home at the vicarage at Emminster, for the old Parson Clare was not in the least funny, but astonishingly like a real clergyman; they didn't want to see a drawing room; they wanted to see the cows milked—to see the whole routine of life on the farm. Certainly this was the most satisfactory part of the story; for the moment we could forget the impending doom, and just watch the beauties of this lovely rural Wessex scene unravel themselves before our eyes. Gradually, however, we are torn away from the pastoral side, and made to realize the ebb and flow of the passions at play. We see Tess desperately in the toils, asking her mother whether she ought to reveal her past; we see her in her supreme moment of self-abnegation, writing the letter which was to test her whole life; we even see her putting the letter under the door of Angel's room, and watch it (with horror!) as it goes *under* the carpet, and consequently never reaches him. We are thrilled indeed when we see her the next morning waiting for Angel to come down to decide her fate—he, of course, all unwitting.

We almost forget the repulsiveness of both the actors in this dramatic scene; the preparations for the wedding gave the audience a chance to display a good deal of quite unaccountable ribaldry, which was quickly dispelled when they witnessed Tess's recovery of the lost letter on the very day she is married. All the rest of that day she tries to get Angel to read it and in the end she is forced to listen to pictures of his own past; innocently, on hearing his, she tells him hers and the effect is stupendous; his antics sent the audience into roars of laughter; the more frantic he became the more they laughed, and when he walks in his sleep, dreams that Tess is dead, carries her downstairs and places candles at her head and her hands across her body, most of the people in the hall were almost hysterical with joy. Angel's conduct seemed to be outrageous; his thrusting of notes into Tess's hands next morning and abrupt leaving of her, intolerable.

We are now carried to Brazil with Angel and see him on a bed of sickness, unable (as ever) to receive any of the letters which Tess sends to him; she, meanwhile, having again found work at Flintcomb Ash; the villain (to the great joy of the audience) at this dangerous moment reappears and, of course, makes overtures which are treated with contumely

until tragedy upon tragedy, in the shape of her people's death, and consequent poverty and being turned out into the streets, provides Hardy and the kinema man with a setting after their own hearts.

In the ruined abbey, with the moonlight pouring through, we find Tess asleep by the vault of the ancient family of D'Urbervilles, while all her household goods, brothers and sisters are lying about outside . . . to her comes Alec . . . proposes that she shall go and live with him, and, beaten to her last post, she assents.

A most ornate drawing-room in Alec's house is the next scene; enter Alec in evening dress at tea-time, outrageously drunk . . . he tries to kiss the maid, goes out of the room . . . only to permit of the long-lost wanderer from Brazil to enter and learn the horrible truth from Tess. He staggers out of the room aghast. Alec re-enters, is almost beside himself with merriment at the thought that Angel has returned, and retires to bed, whereupon Tess picks up a convenient knife and follows him intent upon murder.

For some reason unknown Angel re-enters, and, on being told the truth, persuades Tess to escape, and some time after, somehow, Angel and Tess find themselves at Stonehenge . . . a wonderfully convenient setting for a kinema film, and future ages, unaware of the anachronism, will probably claim that Hardy placed his final catastrophe there because of the kinema. It made a most realistic finish to see the beaters quietly creep up in the dawn to the slab of stone on which Tess and Angel slept.

A crimson sky, swiftly passing clouds, the black flag over the Winchester prison, and the film is over and the wheel ceases, the lights go up and we file out into the muddy streets.

CONFERENCE AT SWANWICK: TEACHERS' CHRISTIAN UNION.

THE first Conference of what has been known as the Empire Guild of Teachers, now renamed the Teachers' Christian Union, was held at Swanwick, Derbyshire, on April 25, 26, 27, and 28. The Conference was based on the two following aims:—(1) The promotion of a closer fellowship between teachers, in varying types of schools, with each other and with social workers, and of a wider recognition of the identity of the aims underlying the work of both; (2) the clearer understanding and reconciliation of the often contrasted purposes of vocational and liberal, primary and secondary, individual and social, secular and religious education. The line of discussion throughout fell under two heads: (a) religion and vocation, and (b) social reform through education.

On looking back on the Conference, in the light of its two aims, certain characteristics stand out very prominently. The most important, perhaps, was the real spirit of unity of aim which could be felt from the beginning between all the members. About 250 people, representing various types of social work, were there, and their main purpose seemed to be to find mutual agreement of principles and their own varying parts in carrying these out. Social institutions represented were the Churches (both Free and Established), the Universities (including the Workers' Educational Association), settlements, social organizations for distributing labour, training colleges, public schools, secondary schools, and elementary schools. The last type was in the minority, owing partly to the fact that the N.U.T. Conference was being held simultaneously at Buxton, and partly because the elementary-school teachers' Easter holiday is very short. It is interesting to notice that this is, perhaps, the first time the teacher has been thus publicly recognized as essentially and primarily a social worker.

A second characteristic of the spirit of the Conference was the universal desire to ignore all differences in creed between members of the Christian Church, and to emphasize re-

semblances. This desire was very evident in the papers read, and in the discussion which followed, in the case of both Churchmen and Nonconformists. It was especially prominent in the discussion on religious instruction in schools and training colleges, opened by Miss Mercier, of Leeds.

A third important point, which became a conviction arising out of the various discussions, was the need to know very thoroughly the social conditions of the school and its general background, and to begin there and lead up to a more general ideal by the various paths possible in each individual case, instead of the more general plan of treating each school in the same way. Here co-operation between teachers and social workers would be very necessary.

A fourth point grew out of the others: it became more and more evident that education for citizenship is one of the aims of the future, and, from the difference of opinion with regard to methods, it could be seen that much experimental work in this direction has still to be done and many personal prejudices to be swept aside. In this connexion the continuation of the education of greater masses of the nation was constantly insisted upon, either by raising the leaving age of the elementary school to sixteen, or by continuation schools, which should form part of the *day's work*, and not be added to the evening of the weary child worker.

The program of the Conference was as follows:—

April 26.—Education and Religion, by the Very Rev. T. B. Strong, Dean of Christ Church, Oxford; Private and Public Duty, by Miss E. E. C. Jones, Girton College; the Spiritual Ideal of Education, by the Rev. W. Temple, President of the Workers' Educational Association.

April 27.—National and International Citizenship, by the Rev. E. W. Barnes, Master of the Temple; Practical Expressions of Citizenship—Municipal, National, and International, by J. St. George Heath, Warden of Toynbee Hall; Elementary Education—Success or Failure? by Miss Cleghorn; The Student Christian Movement and its Contribution to Education, by the Rev. Tissington Tatlow; Social Reform through Education—the point of view of the Working Classes, by George Shann.

April 28.—Citizenship—Ideals in Schools and Training Colleges, by Miss M. L. V. Hughes; Some Opportunities of Social Service, by Eustace Charlton; Religious Instruction in Elementary Training Colleges, by Miss Mercier, Vice-Principal of the City of Leeds Training College; The Young Women's Christian Association as a Field for Social Service, by Miss Irene Cox. Mr. A. L. Smith, of Balliol College, who was to have spoken, was unfortunately prevented from being present.

Arrangements have been made to hold a second Conference, at the same time and place, next year. A book of the first Conference, containing either complete papers or in some cases the substance of papers read, will be ready shortly, and may be had from the Secretary, Miss W. M. Mowll, 26 George Street, Hanover Square, London, W.

THE IMPORTANCE OF THE STUDY OF INTERNATIONAL RELATIONS.

AN APPEAL TO TEACHERS.

By PERCY ALDEN, M.P.

THE aim of the Council for the Study of International Relations is to promote the impartial study of the social, economic, and ethical problems arising out of the War, and that aim cannot be fulfilled without the co-operation of those who are specially engaged in the work of education. To the teachers of the country may I make a personal appeal for help?

Mr. H. G. Wells has aptly said that the pacifist has been too much concerned with "weak little grumbles against the existence of war"—in fact, with the negative, rather than with the positive, aspect of international relations. The ultimate responsibility for the present War is to be traced not only to Foreign Offices, kings, and statesmen, but also

to the ignorance and indifference of the mass of the peoples of the belligerent nations to anything but home affairs. This apathy of the public towards international questions has been rudely dispelled, and there is a widespread interest in these problems and a demand for stimulus and guidance. The desideratum of the moment is a decisive victory for the Allies, but this in itself, however complete, will not ensure a permanent peace. All it can do is to bring us more quickly to the settlement, and whether the conditions of the future will make for peace or war in Europe will depend on the kind of settlement effected. But the origins of war are far deeper than mere external relations, and the wisest of settlements will not of itself secure a stable and lasting peace; that can only come by a radical change in public opinion. There is still a large section of the nation which fails to realize the nature of the issues involved, the strength of the forces arrayed against us, and the inner meaning of the struggle. Moreover, if when peace is declared we are to put an end to the intolerable condition of an armed Europe, the public must think out clearly the great problems that have been raised by this War, and be fully prepared for the settlement. The present crisis has forced upon the British democracy a sense of great new responsibilities, both in thought and action.

This War has made Britain realize, in a degree hitherto unknown, that she was, after all, a part of Europe, and her well-being depended on her international relations. There was a general feeling of bewilderment at the suddenness with which the tragedy had fallen upon us, a general desire to secure that, if it were possible, such a tragedy should not recur, and anxiety to understand the conditions which determine international relations. As soon, however, as the student begins seriously to investigate these subjects, he finds he has embarked upon a study of immense range and complexity: he is involved in problems of diplomacy, international law, the rights of nationality, economic relations between States. The great difficulty he has to face is the dearth of suitable literature, of books that are free from bias and that deal with international relations as a phase in human life. The tendency is, when faced with these difficulties, either to surrender all effort to understand and solve them or merely to read such literature as emphasizes his own predilections. Hitherto so-called "democratic" opinion on foreign politics has been mostly a matter "of haphazard shibboleths which habitually broke down in face of knowledge and experience brought against them. In reality there has been no such thing as a coherent and responsible democratic policy on international relations." It is our business to create such a policy, and the Council for the Study of International Relations, of which Viscount Bryce is President, is primarily concerned with this rectification of thought. As its name implies it is educational, not political, and, with the conviction that the final power rests with an educated democracy, it has undertaken the task of providing a more widespread education in international relations than has hitherto been attempted. The Council proposes, by means of study circles, to assist people to understand something of the issues raised by the War, the master ideas which lie at the foundation of our national life, the history of Europe, the philosophies behind policies, and the economic and ethical problems which the War will bequeath to the world. It aims at promoting the true study of these questions, not the mere ventilation of preconceived ideas on international affairs.

There is no real lack of literature, but the great difficulty for the student is that of selection. Many of the books published since the outbreak of war are unreliable, and what is wanted is literature that the student can use with absolute confidence that he is getting hard facts, and that any conclusions drawn from these facts are drawn by men of sound and sober judgment. This is the sphere of the Council for the Study of International Relations. Many of the members of the Council have, of course, clearly defined views on international affairs, but they believe that the permanent solution of these problems can only be advanced by impartial study,

and to further this end they are willing to co-operate with men of divergent views. The objects of the Council are to form groups for the purposes of reading, to outline courses of study, to recommend books on the various subjects connected with international relations, and endeavour in every way to direct into fruitful channels the energy and enthusiasm of the students—in fact, “to create that informed opinion that alone can save Europe from perpetual strife.”

A mere glance at the Near East is sufficient to convince one of the complexity of the problems that confront the student. The immediate cause of the War was an incident which apparently affected only Austria and Serbia. Yet the real truth was that we had to deal with the Austro-German-Russian policy and its endless ramifications in the Balkan States. It is no simple matter to place responsibility in fair measure upon the mixed nationalities and religions to be found within or near the frontiers of Austria-Hungary, the complex of Germans, Magyars, Croats, Serbians, Slovenes, Ruthenians, Italians, Czechs, Slovaks, and Poles. Then there is the old question of the annexation of Bosnia-Herzegovina and the intrigues of the second Balkan War, which in turn takes us to the Turkish invasion and the emergence of the independent Balkan nations from Turkish supremacy. And this leads up to the whole question of Austrian and Russian policy in relation to the Slav States and the question of Constantinople.

Here is a complex of problems that will arise in any attempt to study systematically the origins of the War, and the Council is anxious to do all in its power to make the pathway of the student as easy as possible. For this purpose a Board of Studies has been appointed to give expert advice on such questions. Amongst the men who have consented to help are W. C. Adams, M.A.; Henry Clay, M.A.; G. Lowes Dickinson, M.A.; G. P. Gooch, M.A.; A. J. Grant, M.A.; A. D. Lindsay, M.A.; Ramsay Muir, M.A.; A. L. Smith, M.A. Apart altogether from the general study of politics, economics, and law, there is room for a great development in the education of public opinion. Knowledge is the only effective factor in moulding such public opinion, and therefore the more we spread information in all classes of society, the more we remove the ignorance of other nations which is so fruitful a cause of mischief, the more likely we are to create the conditions of a permanent peace when the time comes to sheath the sword. The first step for the nations of Europe, if ever better relations are to exist, is to study and understand one another. If the Council (1 Central Buildings, Tothill Street, S.W.; Sec., Arthur Greenwood, M.A.) can assist teachers in this important work, it will have succeeded in the object for which it was established.

EDUCATIONAL AGENCIES.

WE lately received from an eminent head master a letter taking us to task for admitting the advertisements of certain educational agents. The letter, though in no sense private, was marked, apparently as an afterthought, “not for publication,” and we might allow the matter to rest there, but it raises such important issues that we determined to investigate the case and invite those who are concerned to formulate their charges against these agencies.

Let us admit at starting that the business presents a happy hunting ground for quacks and impostors, and that the head masters and head mistresses are fully justified in their attempt to limit the operations of irresponsible amateurs by means of joint agencies and University Boards of Employment. Let us further admit that the proprietors and editor of a journal are accountable for the advertisements that appear in its columns, but it is clear that only a general censorship can be required of them. Bogus companies, quack nostrums, pornographic books, if known as such, will be rigidly excluded, but it is obviously impossible for any

journal, however carefully conducted, to vouch for the *bona fides* and trustworthiness of every new firm of agents that sends in an advertisement. Only by their fruits can we know them, and all that *The Journal of Education* can boast is, that whenever an educational society or agency has been detected in fraud or imposture its advertisements have been refused.

The gravamen of our correspondent's complaint is that *The Journal* should have accepted the advertisement of an agent who, on the strength of information picked up in tout-ing for purchasers of photographs of schools, professes to recommend schools to parents, and to obtain pupils for masters and mistresses. The particular firm in question is new to us, and if, on inquiry, the charge is established, the peccant advertisement will not appear again. But there are other long established and well accredited agents who make the same profession, and it is in their behalf that we would plead. If an evil—like competitive examinations—they are a necessary evil; and, though head masters may bar them, like the astrologers in ancient Rome, they will continue to be employed, at least by the weaker brethren. Resolutions may be passed by Conferences declaring it unprofessional conduct either to advertise a school or to accept the services of an agent in obtaining pupils; but what guarantee have we that they will be followed even by the six hundred members of the two Conferences? We are still far off from being a profession to take rank with the other learned professions, and we must wait another three years before even the moderate requirements of the Teachers' Registration Council come into force. Of the children of the middle classes, half are still educated in private schools, and of private schools there is absolutely no pretence at inspection. Anyone, whatever his antecedents, is at liberty to put a brass plate on his door with “The College for Young Gentlemen” or “Young Ladies' Academy,” and, except the Sanitary Inspector, no one will interfere with the private venturer. We need not point out how different are the conditions of things either in France or Germany. That was done half a century ago by Matthew Arnold in his *Schools of the Continent*.

Into the records of one of the agencies whose proceedings have been questioned we have taken the pains to inquire. We find that the United Kingdom is carefully mapped out into districts, and of the schools in each district careful records are preserved. The correspondence of the present year shows that parents from every quarter of the globe seek advice as to where to place their sons and daughters. An officer summoned to join his regiment in India requires a school for two boys, aged nine and ten, in a bracing climate not on the sea coast; a widow, unversed in educational matters, inquires where she can place two daughters, aged fourteen and fifteen, at a cost of £100 a year, to enable them to earn their living by the time they are eighteen; a father consults as to where to send his boy, who is at a public school and “doing no good there.” More to the point are grateful letters from parents who have profited by the agents' advice. It is clear that a capable agent who has pursued his calling for years will have gathered, by visits, by personal interviews, and by correspondence, a globe of precepts, and that his profession of recommending schools is no idle pretence.

THE following candidates gained the Gold and Silver Medals offered by the Associated Board of the R.A.M. and the R.C.M. for the highest and second highest Honours marks respectively in the Advanced and Intermediate Grades of the Local Centre Examinations in the March-April period of this year, the competition being open to all candidates in the British Isles:—Advanced Grade, Gold Medal—Florence A. M. Oliver, Hereford Centre, pianoforte; Advanced Grade, Silver Medal—Stanley Kaye, Sheffield Centre, pianoforte; Intermediate Grade, Gold Medal—Cicely Newborn, Guildford Centre, pianoforte; Silver Medal—Marjorie M. Beerling, Margate Centre, violin.

THE WAR AND GIRLS' EDUCATION: ONE ASPECT.

The Winning of War.

TO those of us who have not been wholly occupied with practical work connected with the War, and have thus had time to ponder over the amazing happenings of the last eighteen months, many factors in our national life and character have been revealed with striking clarity which during the long years of peace had escaped our notice or had been consciously disregarded. The virtues of courage, self-sacrifice, loyalty, and disciplined co-operation among all classes for the common good, so seldom used as levers in civil life, have been displayed with a passion that would seem to indicate the burning and almost universal desire of mankind for an opportunity to practise them. Men in their millions have volunteered for active service, knowing full well the cost; women, with none of the glamour and comradeship that "off to the Front" means, have sent their best beloved and for the sake of honour and duty have borne the terrible anxiety, the separation and, in many cases, the actual privation which a war entails. Nobly has the nation borne its awful ordeal; and the future historian will record with admiration a fact unique in the world's records—in the greatest War in modern times, one of the combatants, the British Empire, rallied to its support a voluntary Army of over five million men.

Yet, if the war has shown the nation's magnificent virtues, it has also made us aware of its failings. Lack of organization, want of method and thoroughness and forethought in all departments of life—in the State and in the home—these have been glaringly apparent. Waste in the feeding of the recruits, waste in the feeding of the family; money carelessly spent on drink and on pleasure and on dress; neglect of the children by their natural protectors, the mothers, and by those who with leisure and knowledge at their disposal had here in the case of babies an ample field for the exercise of their peculiar womanly qualities. The manly man sees his duty in the armed protection of his country, the womanly woman in the preservation of that country's children.

Education for Peace.

"It must be part of the education of the ordinary citizen to recognize an opportunity for service in a life of honourable industry, in a life of creation rather than in a life of destruction, in the arts of peace rather than in the arts of war" (Sir Oliver Lodge, January 3, 1916). These admirable words bring us back to fundamental principles. What is the main object of girls' education? A few years ago many educationists would have probably said "to prepare them for earning a living." To-day, in spite of the fact that thousands and thousands of girls are forced by the necessities of war to enter the industrial struggle, some of the best thinkers feel that, as the conservation of the family is now more than ever woman's supreme task and her most valuable contribution to the nation's welfare, she must during her school years be specially prepared for her high calling.

Too long have we neglected in the schools these subjects which are essential to all classes, and in their place have forced upon our girls those which can only be usefully learnt as the superstructure after the foundation has been firmly laid. Hygiene and the laws of health, housewifery, cookery, and mothercraft must be learnt by all. "In the education of girls," to quote again from Sir Oliver Lodge, "were we giving sufficient attention to home management? Surely no education could be more vital than a knowledge of how to deal with infants, how to preserve them from premature death, and bring up the citizens of the future in health and strength." The War, by depleting the manhood of England, of rich and poor alike in ruthless fashion, has set an enhanced value on the infants *in esse* and on those about to be born. Now is, indeed, the time appointed for teaching every young girl the elements of the arts of peace, the management of the home, the feeding and care of the young, the

preservation of health, economic cookery. Domestic work, at its best both an art and science, at its worst sordid drudgery, has been despised by a whole generation of women. If this sorely tried nation is to rise nobly from the catastrophe which has befallen it, the women of the Empire must play a great and leading part in its reconstruction.

Extension of the School Age.

There is no doubt that the War has emphasized in the minds of thoughtful men and women the urgent need for a longer period of education. Girls, like boys—but that is another story—leave the elementary schools just at an age when they need and respond to guidance, and when they would be able to appreciate those subjects of study which help to make happy homes and healthy human beings. If, as it is hoped, the school-leaving age will be raised to fifteen, at least half of this extra year might well be spent by all pupils in concentrating largely on the domestic arts—not, of course, to the exclusion of other subjects.

A distinction must, of course, be made in the curriculum between those who will remain at school till seventeen and eighteen and those who must leave at fifteen and either earn their living at once or prepare for so doing. But there is no reason why "secondary" education should not include every variety of education for pupils over twelve years of age or so, nor why pupils of all social ranks should not be taught together, and thus break down the barrier between class and class which is so much stronger in this country than on the Continent. Probably the War that has so greatly democratized the Army may in time influence the schools in the same direction.

The first six months of the year fourteen to fifteen, in the case of those pupils leaving at the latter age, might be devoted to a thorough training in housewifery, this term to include the elements of what the head of a household, however small and humble, requires to know if she is to perform her duties satisfactorily. This would not necessarily mean the exclusion of all other subjects. Indeed, it is essential that for those who must leave school at fifteen some kind of training in the choice of books and in civics should be given. The reading of good English novels and the training of taste in art, literature, and—dare I say it?—dress, should be obligatory in all schools.

There is no need to dwell on the importance of the study of civics, for now that women are working in all trades and professions, side by side with men, it is more than ever necessary that they should understand the constitutional government of the State and Empire and the duties and responsibilities of the citizen. The last six months might profitably be spent in vocational work.

Discipline and Service the Watchwords.

Throughout the whole school period the training of character, rather than the acquirement of knowledge, should be the key-note. This, however, is practically impossible while classes of forty to sixty still exist. It is the urgent duty of all who desire to raise the standard of national character in this country to press for the reduction of these monstrous classes. It is a farce to talk of "educating" children *en bloc*—it can't be done. They can be dragooned into quietude, but no true discipline is possible. Yet probably the most valuable asset a pupil can acquire while at school is *self-discipline*, the want of which has been the worst feature in our modern life. Self-discipline and the desire to serve go a very long way towards the making of the ideal citizen.

War has in striking fashion called forth these two noble qualities among thousands of men and women in whom hitherto they were dormant. It remains for peace to indicate how they may be employed permanently in the service of the State and of humanity.

F. B. Low.

IN a large Girls' High School the number of girls taking German has dropped from 120 to 40.

SAFE NOVELS.

- (1) *The Mammoth*. By STANLEY PORTAL HYATT. (Werner Laurie.) (2) *As it Chanced*. By H. B. MARRIOTT WATSON. (Methuen.) (3) *The Yeoman Adventurer*. By GEORGE W. GOUGH. (Methuen.)

These books all belong to the very numerous class which we will call "incidental fiction." Its characteristic is that whatever the theme—historical romance, sentiment, sensation, modern intrigue—the interest lies solely in incident, the psychological interest being nil. The fiction is encouraged that all reverses come from villains, that faith of lovers is shaken only by intrigues external to themselves, that good fortune in the end awaits the hero, and that rascals get what they deserve in this life. One pleasing characteristic of such fiction is the ease with which undesirable characters are disposed of when their undesirableness is no longer essential to the plot. Mr. Marriott Watson attempts a deeper note in some of his tales, but a motive whose interest could only be psychological is still treated on the incidental method, and the result is an incongruity, the characters remain inanimate, events shock, but do not move. Ninety-nine per cent. of our plays present, of course, a close parallel to this type of fiction. The public which visits one reads the other. No doubt the public does not really believe in either, but is content to be vaguely stimulated, safely shocked, and mildly amused.

Oblomov. By IVAN GONCHAROV. Translated from the Russian by C. J. HOGARTH. (6s. Allen & Unwin.)

Oblomov was published (simultaneously in Russian and German) in 1858, and it is surprising that so popular a romance by an author who is rightly acclaimed at home the forerunner of Tourguénief and Tolstoy should have up till now found no English translator. Like Tolstoy's *War and Peace*, with which it is almost contemporary, *Oblomov* is a romance rather than a novel—a series of panoramic scenes, loosely connected, with little attempt to weld them into an artistic whole. Most of the characters pass like shadows in a kinema, but the hero stands out as *magni nominis umbra*, and, as Mr. Maurice Baring tells us, is no less familiar to a Russian than Tartuffe to a Frenchman or Pecksniff to an English reader. In a lesser degree we realize Scholtz, the faithful German comrade of his early days, Olga, the girl who, if any mortal power could, would have cured him of his apathy, and Zakhar, the old henchman, faithful to the end. The radical defect of the book is that we have to take on trust the innate nobility of the hero, revealed only by the devotion of all who come in contact with him when he is a man who has lost all powers of will and action. In this case the half is not greater than the whole, and we cannot congratulate the translator on his omissions, of which no warning is given to the reader.

CORRESPONDENCE.

"M. PAUL SABATIER."

To the Editor of the Journal of Education.

SIR,—Some of your readers may have shared my own confusion in reading an earlier issue of *The Journal*, wherein Mr. Gosse is reported as quoting "M. Paul Sabatier" in a sense very different from that of the lectures at Bedford College last autumn. There are, unfortunately, two distinguished Frenchmen who have an equal right to the name, one the author of *La Vie de St. François d'Assise*, *Les Modernistes*, *L'Orientation religieuse de la France actuelle* (published in English as *France To-day; Its Religious Orientation*), and the Bedford College lectures published as *A Frenchman's Thoughts on the War*; the other Professor of Chemistry at Toulouse and a Nobel Prizeman. I understand that the disturbing view quoted by Mr. Gosse is that of the Toulouse professor. It is emphatically opposed by the biographer of St. Francis. In his Bedford College lectures he said: "Germany, once crushed on the field of battle, will need to relearn everything. In this task we must give her our brotherly help." The italics are mine.—Yours faithfully,

HENRY BRYAN BINNS (translator of *France To-day*).
Crockham Hill, Edenbridge, Kent.
Easter Sunday, 1916.

THE ASSOCIATION OF SCIENCE TEACHERS.

To the Editor of *The Journal of Education*.

DEAR SIR,—In the April number of *The Journal of Education* there is a note criticizing the so-called "ready-made syllabuses"

which have been drawn up by the Association of Science Teachers. I quite agree with my critic that such syllabuses as he describes should be condemned, as individual schools have individual requirements; also, every teacher should have sufficient individuality to draw up his or her own scheme of work.

The syllabuses drawn up by the Association of Science Teachers were not meant for publication, but for discussion by its members, so as to give some suggestions as to the work which might be required for examinations at the ages of sixteen and eighteen. We understand that such examinations are being considered by the Board of Education.—Yours faithfully,

R. STERN,

Hon. Secretary of A.S.T.

4 Birchington Road, West Hampstead, N.W.

May 25, 1916.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

Dr. Snedden, Massachusetts Commissioner of Education—who goes, if we are rightly informed, to Columbia University as professor—writes ably in the *School Review* (XXIV, 3) on "New Problems in Secondary Education." His final and general thesis is this: "All education is tending to become scientific, to become a field of applied science, as are already medicine, war, navigation, agriculture, metal working, and the like. But efficiency of action in any field of applied science is possible only on the basis of clearly defined aims. Right methods and sound testing of results are practicable only as they are consciously and specifically based upon clearly defined and carefully tested aims. To prove itself capable of developing, in accordance with scientific standards and principles, education must, in all its phases, formulate and study its new problems of aim." If we bring aims and the means by which we are attempting to realize them under scrutiny, we shall find many defects. For example, secondary education aims at producing the socially and personally efficient adult—efficient in respect of *living* no less than in *making a living*. The lesson how to live is got painfully without a knowledge of the fundamental principles of psychology. The secondary school should give, in some form, this knowledge, and also training in the application of it to the interpretation and control of the personal and social affairs of life.

Kansas, rich in grain and cattle, is concerned for education as well as for the amassing of wealth. It is to Kansas that are due the Silent Reading Tests, described in the *Journal of Educational Psychology* (VII, 2), which probe the power of a child to get meaning from the printed page. Kansas, again, is interested in orthography, and the Senate of its University has declared, in a formal resolution, "that the present spelling of English is irrational and confusing, that it involves much waste of time, and that it would be well if the principal English-speaking peoples could agree upon such modifications as would eliminate the worst features of the present system without radically transforming it." But the Senate does not consider that agreement as to reform has yet been reached, and desires the appointment of an international committee to determine the necessary changes. We welcome the suggestion that Britain should be consulted. Kansas has its State Board of Education issuing annual Reports, and the second of these bears witness to much educational activity. It tells us that women advisers, "assisting girls with counsel and directing their social energies, have been found serviceable in all the State institutions of education." The Board is about to arrange a series of lectures for women students by a woman to enable them to understand themselves and their life relations. It is pleasant to learn also from the Report that Kansas pays much attention to music as "a home-building, home-saving, civilizing influence."

A medical writer in *Educational Administration and Supervision* (ii, 3) treats of the problem of speech defects in public schools. We take from him a hint upon the subject of stuttering. A certain "professor," we are told, has been travelling about the United States, both persuading superintendents to form classes of stutters in the public schools and advertising in the newspapers for private pupils. A little improvement in the patients becoming apparent, he obtains testimonials, collects his fees, and departs. Presently it is clear that no cure has been effected. A mother with 500 dol. in

the bank wrote to a "School for Stammerers" in the West with respect to a treatment for her son, a child of six. She was induced by the "School" to pay 100 dols. a month for three months, whilst the remaining 200 dols. were spent for the journey, &c. Upon the return of the child no improvement in his speech could be discovered. The mother's money gone, she went to a medical expert for an opinion. A physical examination, followed by a careful mental examination and speech tests, showed that the boy's case was an incurable one of congenital disease. Not until medical experts have been consulted is it safe to rely on the speech expert, even if his methods be sound and his purpose honourable.

FRANCE.

"Grave as are the events of the day," says a recent ministerial circular, "they must not cause us to neglect certain steps, the utility of which, if not immediate, will be manifested in the future. The War over, the school of the nation will have to accomplish a work more important than any that it has done in the past. Its task will be to quicken and increase the intellectual and moral development of the country. That it may perform this task efficaciously we may properly, even now, seek means of vivifying instruction, and of utilizing all the resources that science puts at our disposal." The particular means that the Minister of Public Instruction, writing thus, has in view is the rational use of cinematography. The kinema, he tells us, satisfies the natural delight of the child in the image, and, enabling us to submit the thing to the eye whilst we suggest the idea of the thing to the mind, it facilitates the work of the intelligence and enlarges the domain of experience. A strong *Commission extra-parlementaire* is nominated to study methods of making the employment of the kinematograph general in the various branches of instruction, the Minister himself—M. Paul Painlevé—being President of it, and M. Steeg, the illustrious Senator, one of the Vice-Presidents.

The War has not changed, and will not change, the attitude of the Catholic Church to co-education, which war has in some places compelled. At Serres (Hautes-Alpes), for example, the pupils of a boys' class and of a girls' class were combined, owing to the fewness of rooms available, in a mixed course. The lay authorities stated that the arrangement had produced no ill effects, and had even been favourable to study. "To study? it may be so," comments the clerical *Bulletin de la Société générale d'Education* (XLVII, 1). "But to the moral formation of each of the two sexes co-education can be only hurtful, and the system, even as an expedient and a measure imposed by temporary difficulties, has always found in the Church, guardian of the virtue and the innocence of youth, a resolute adversary." It will be understood that we are reporting objectively. We remark, however, that pedagogues of all sorts agree that there are unsolved problems in connexion with co-education. To solve them or to pronounce them insoluble we need experiment—the mode of inquiry which the Church, acting within her rights, opposes.

In July 1915, the Ecole de Commerce of Montpellier asked the Ministry of Commerce—or may we say Board of Trade?—to sanction the participation of girls in higher commercial studies. The permission sought was granted, and since October 1915 there have been seven girls—five received from the girls' *lycée* and two on passing the entrance examination—studying in the Montpellier Ecole de Commerce. With injurious results? The men students have become more courteous, have ceased to smoke in the corridors, have cleansed their language. The Schools of Commerce at Alger, Bordeaux, Dijon, Le Havre, Nancy, Rouen, and Toulouse have also, as a consequence of the Minister's sanction, admitted women; at some other towns (Lyon, Marseille, and Paris, for example) the same course has not yet been taken. The concession to women is an effect of the extension of the vocational movement. For the girl there is vocation (distinct from the old Catholic vocation) as well as for the boy; it calls in vain if there be no training for it. As for commerce, it is sixty years since a German, Gustav Freytag, in *Soll und Haben*, revealed it as a land of romance; it is the Germans who to-day are unconsciously widening for women the gates of entrance to that land. With intelligent study commerce grows to mean something more than a mere trafficking in goods.

A French inspector laments that in his Department (Drôme), since the beginning of the War, the teaching and the practice of singing have been neglected in a large number of schools. Many primary teachers, men and women, he says, have been grievously stricken. But they should not let themselves be depressed; rather they must be examples of energy. Nor should the home protest against singing in the school whilst father and brothers are exposed to peril. For

singing is not the utterance of gaiety only; men sing whenever the mind is exalted—at patriotic ceremonies, in places of worship, over the guns. Let the children sing daily—the windows wide open, so that the fresh air may flow in and the strains be heard outside—the *Marseillaise* or the *Chant du Départ*, the words of which, dating from 1792, express with striking exactness the situation of France in 1915. Or let them raise their voices in the *Brabançonne*, in the English National Anthem, and in the Russian. Let them practise assiduously also the common school songs: *Où t'en vas tu soldat de France*, *Martyrs sacrés*, *Chanson d'Alsace*, *Les Vaillants du temps jadis*, *Les trois couleurs*, &c. The French inspector is right; the brave heart as well as the light heart utters itself in song. Let both French and English children sing!

QUEENSLAND.

When is compulsory education not compulsory? It is a question on which our Board of Education, if it had leisure, could collect some instructive figures. In Queensland, as the local *Education Journal* (xxi, 12) regrets, the Compulsory Education Law has many loopholes of escape. An ingenious parent, unless he is foolish enough to be openly defiant, can generally evade all penalties for the non-attendance of his child at school. If the teacher follows up the absentee persistently, he may reap nothing but a harvest of trouble for himself. The application for "exemption" is a favourite device of a greedy father. The child is put to work in the long vacation; when school begins, it is protested that he has become indispensable. Were we writing of England, and not of Queensland, we could say more.

UGANDA.

An "Imperial Conference Paper" with which we dealt recently treats of Uganda as well as of East Africa. The Protectorate, as enlarged in July 1896, has an area of about 121,500 square miles, being between British East Africa on the east and Belgian Congo on the west; between the Sudan on the north and German East Africa and Lake Victoria on the south. It is the newest of new countries, for it was only in 1862 that Captain Speke, the first European to visit the Kingdom of Buganda, arrived. To the King, or "Kabaka," of Buganda the title of "His Highness" is accorded, and he has rights and privileges determined by treaty. The population, as calculated on March 31, 1914, was:—

Europeans (men)	761
Europeans (women)	256
Asiatics	3,651
Africans (estimated)	2,904,454

Total 2,909,122

Education is wholly in the hands of the Mission Societies, and the section of the "Conference Paper" relating to Uganda is made up of the reports of (i) the Church Missionary Society, (ii) the White Fathers (French Catholic), and (iii) the Mill Hill Mission (Catholic).

The Church Missionary Society has gone to work very systematically. There is a constituted Church of Uganda, with a Bishop and a Diocesan Council, whilst to control education a Board of Education is chosen, consisting of five European missionaries and four native members, with the Bishop as Chairman. The principles of the Board are to produce not only well trained clergymen and teachers—the teacher's is recognized as a high calling—but also upright traders, clerks, interpreters, and, above all, chiefs; to subordinate book knowledge to education by and to labour; and, as a practical policy, to make the schools self-supporting. The medium of instruction is always the vernacular (some language of Bantu origin); but at higher grade schools English is taught. Several village schools are under the church "teacher," an evangelist whose main business is to prepare candidates for baptism; other villages have "pupil-teachers": whilst larger places have more highly organized schools under a schoolmaster trained at the Normal School. At certain mission stations there are higher grade (Anglo-vernacular) schools for boys. The Government grants seem to be inadequate; the Normal School, for example, receives only £100 a year towards upkeep and the pay of assistants.

The White Fathers give teaching to the youth of the country (ii) the White Fathers. (i) in rural and central primary schools, (ii) in high schools, normal schools, and seminaries. In the primary schools religious and secular instruction are closely united; a candidate is not, as a rule, admitted to baptism unless he can read, and baptized children follow a course of instruction as a preparation for the reception of the Sacraments. Owing to these conditions a large number of

children learn to read. Writing is taught in a four years' course at all the Mission stations and at other centres of population. But—it is a remarkable fact—writing is, in general, withheld from girls who work in Uganda upon the soil. "Exception to this rule is made (1) in the case of wives and girls in a comfortable social position, who have, or will have, servants to cultivate their gardens for them; (2) in the case of women who propose to take up the work of teaching. When a girl of ordinary social condition, obliged to work to gain her livelihood, begins to handle the pen, experience shows that she very soon gets disgusted with the hoe. The pen is useless as a means of gaining a living for a woman; the girls who can write, if they are low born, become dissatisfied with their lowly position, make a show of pedantry, and very often, alas! give themselves up to prostitution. It is in order to avoid this calamity that the White Fathers do not, as a rule, teach writing to women." Whether this withholding be justified or not, the Fathers are doing much good work. Among the institutions controlled by them are Normal Schools, one for men, one for women teachers, and a special school (St. Mary's) for the teaching of English, attended principally by the sons of chiefs.

The work of the Mill Hill Mission is carried on for natives only in the Upper Nile Vicariate, in 309 village schools, 19 mission station schools, 2 convent schools, and 2 high schools. The building of a village school is only a thatched hut of wattle and daub. Near it the native teacher has his beehive-shaped dwelling. Every morning he calls his pupils together by beating a special tattoo on a little drum. The children in the village schools learn the alphabet and to repeat some prayers and the Catechism; they are then transferred to mission station schools, where, under European supervisors, more serious, if still elementary, education can be got. The two convent schools are in charge of Franciscan nuns from St. Mary's Abbey, Mill Hill. Of the two high schools, one is a boarding school for the sons of chiefs, the other is for poorer boys; the education in both is such as to fit for clerkships or for employment as interpreter. The mission seeks to stimulate also, so far as is possible, a love of manual labour.

(III) Mill Hill Mission.

UNIVERSITIES AND SCHOOLS.

SCOTLAND.

The news of the sudden death of Prof. Allan Menzies has caused universal regret. He was a student of St. Andrews in the days of the College Hall, and among his contemporaries were Andrew Lang and others who afterwards achieved distinction. After sixteen years' service in a county parish, he returned to St. Andrews in 1889 as Professor of Divinity and Biblical Criticism. He was the author of valuable books on the history of religion and on the Gospel of St. Mark, and he was editor of the *Review of Theology and Philosophy*. An admirable scholar, simple and direct in speech and writing, great of heart and rich in humour, he was beloved by his students and by all who knew him, and his passing is a heavy loss to his University.

St. Andrews.

The new draft Ordinance regarding preliminary examinations, which has been the subject of deliberation between the Universities for several years, was considered at the spring meeting of the General Council and at the May meeting of the University Court. The General Council, by a majority, passed a resolution that a representation should be made to the University Court that the Ordinance should not be proceeded with, mainly on the ground that the Ordinance should not be completed until it has been ascertained whether the Scotch Education Department will co-operate in the conduct of the examinations. At the meeting of the University Court it was pointed out that the Ordinance had already been completed and approved by the Court, and it was resolved to inform the General Council that the question of proceeding further with it would rest with the Privy Council. It should also be noted that the Ordinance itself makes provision for co-operation with the Education Department, if the Department is willing to confer on the question.

Glasgow.

Dr. Ludwig Becker, Professor of Astronomy in the University, has been granted leave of absence from his University duties, in consequence of a suggestion from the Secretary for Scotland that he should relinquish the occupation and control of the Observatory. Prof. Becker, who was appointed by the Crown in 1893, holds his commission for life, and he became a naturalized British subject when he was quite a youth. The only charge made against him

is that he was born in Germany, but there has been for some time an ignorant press campaign against him, of which many of the citizens of Glasgow are ashamed.

On April 28, Mr. Hughes, Prime Minister of Australia, visited the University and received the honorary degree of LL.D. The same degree is to be conferred on Emeritus Prof. Ferguson at the Graduation in June. The University was also visited in April by the party of French Senators and Deputies who were at that time travelling in England and Scotland. They were received by the University authorities, along with the Franco-Scottish Society, and addresses were given in French and English on the relations between the two countries and their Universities. A similar visit was paid to the University on May 15 by the delegates from the Council of the Russian Empire and the Duma, the Russian Society of Scotland being associated with the University in their reception. The Principal welcomed the delegates in Russian, French, and English, and Prof. Vassiliev replied in English.

The number of men students who matriculated in Medicine for the summer term is 51, compared with 70 last summer. Practically all of them are under military age. The number of new women students in Medicine is 20, compared with 10 a year ago. The total number of women students in Medicine is now 207.

The late Lady Kelvin has bequeathed to the University £5,000 and all the decorations and medals conferred on Lord Kelvin. The money bequest is to be applied by the Senate for promoting research and teaching in physical science in connexion with the Natural Philosophy Chair, which Lord Kelvin occupied from 1846 to 1899. Mrs. Martin has given to the University the scientific property of her late husband, Mr. Charles H. G. Martin, Demonstrator in the Natural History Department of the University, who fell at Ypres a year ago. Mr. Martin was one of the most promising of the younger zoologists, and his collection is of great value for purposes of research, especially with reference to the protozoa of the soil.

At the spring meeting of the General Council a proposal was discussed to ask the University Court to consider (1) the recognition of an appropriate school certificate as the normal channel of entrance to the University in any Faculty—the University to reserve power to demand proof of proficiency in any subject before admitting to a class in that subject; (2) the institution of a degree in Divinity, which, like M.B. and B.L., should not involve the possession of an Arts degree, but should be recognized by the Church as qualifying the holder to be taken on trial for licence. The proposal with regard to a uniform entrance certificate was adopted, but the second proposal was rejected by a majority.

Aberdeen.

The Curators of Patronage have appointed Sir James Alfred Ewing, K.C.B., Director of Naval Education since 1903, to be Principal of the University, in succession to the late Sir William Turner, K.C.B. The new Principal is a native of Dundee and a graduate in Arts of Edinburgh University. He was for five years Professor of Mechanical Engineering in the University of Tokio, Japan, and he afterwards held the Chair of Engineering at University College, Dundee, and the Chair of Mechanism and Applied Mechanics at Cambridge. He was Rede Lecturer at Cambridge in 1904, and he has received several honorary degrees as well as other marks of distinction. He is the author of numerous books and papers on scientific subjects, especially on magnetism and the physics of metals and on engineering.

Edinburgh.

The death of Emeritus Prof. Sir Alexander R. Simpson, M.D., LL.D., as the result of a motor-car accident in darkened streets, has caused much regret in the University. He was a nephew of Sir James J. Simpson, celebrated for his introduction of chloroform as an anæsthetic, and he succeeded him in the Chair of Midwifery at Edinburgh. For thirty-five years he was a successful teacher of his subject, and he was held in high esteem and affection by his colleagues and students.

The University has also suffered a great loss in the premature death of Mr. William R. Hardie, Professor of Humanity since 1895. He graduated M.A. with Honours in 1879, being the most distinguished man of his time in the Arts Faculty. Afterwards he had a remarkable career at Balliol, winning the Ireland and Hertford, the Gaisford prizes for Greek verse and prose, the Latin verse prize and the Craven and Derby Scholarships. For eleven years he was a Fellow and Tutor of Balliol, where, as afterwards in Edinburgh, he was an excellent teacher as well as a brilliant scholar.

The General Council, at its meeting in April, approved the Draft Ordinance instituting a degree of Bachelor of Education. The original Draft Ordinance was withdrawn, and, after conference with Glasgow University, it has been reissued in a modified form. The regulations for the University Diploma in Education

have been embodied in the Ordinance, and the examination for the Diploma now becomes the first of two examinations for the degree. A course of two years is now required for the degree, in addition to the minimum number of years required for degrees in Arts or Science, and the courses and papers for the final examination must be of an Honours standard. As the result of this last provision the new degree becomes analogous to the degree of B.Sc., and those who obtain it will be qualified to proceed at a later date to a Doctorate in Letters, Philosophy, or Science. Glasgow University is preparing an Ordinance on similar lines. These modifications have very much raised the value of the degree as compared with that of the degree indicated in the original Draft Ordinance.

The delegates from the Russian Imperial Council and Duma visited the University on May 16, and were received by the members of the University Court and the Senators. Mr. Hughes, the Prime Minister of Australia, also visited the University and received the honorary degree of LL.D.

The draft scheme for the proposed Union of Teachers is being considered by the various branches of the Educational Institute and other associations of teachers. It is being generally approved; but, in many branches of the Institute, it is suggested that the proposal to give to the secondary teachers a fourth of the representation on the proposed Council should either be reconsidered or should be accepted only as a temporary provision.

Union of Teachers.

IRELAND.

Educational work, like every other department of civic life, has been somewhat disorganized by the unhappy events which took place in Dublin during Easter week. The Dublin schools all gave an extra week's holiday and did not resume work till the middle of May—and possibly some of the younger folk may not have considered the disturbances an unmixed evil. On April 19 Trinity College and University College both wound up the spring term by holding meetings for conferring degrees. The Easter vacation, however, turned out an arduous and anxious time for Trinity, though its students were disbanded. On Easter Monday, when the insurrection broke out, some thirty members of the Officers' Training Corps mustered as a garrison and held the fort, aided by sundry volunteers, till they were reinforced by the military on the following Wednesday. The College forms an important strategic position, commanding as it does three of the principal thoroughfares of the city, and with its façade projecting considerably beyond the buildings on the same side of Westmoreland Street and Sackville Street to the north; and from the roof of this front building a constant fusillade was directed on Wednesday and the following days against the main posts occupied by the insurrectionists north of the river. It was no doubt owing to the part played by the College and its garrison that the south side of the city escaped so well from the consequences of the rising and its public buildings did not share the fate of so many lying further north. The College itself sustained no damage except for a few bullet marks, scarcely noticeable, on its façade. The ambulance corps did its share during the troubles. On May 13 a review was held in the College Park by General Sir John Maxwell, who inspected the Officers' Training Corps of the University, as well as that of the Royal College of Surgeons and several other training and ambulance corps, and thanked the Provost and the officers and men of the Corps for the services they had recently rendered. Mr. Asquith, who had then arrived in Dublin, was present, but did not respond to calls for a speech. At a meeting of some of the principal property owners and traders of Dublin, held a few days later, a resolution of thanks was passed to the Officers' Training Corps, and a committee was formed to raise subscriptions for a lasting memorial in the University of their services, to take the form of a cup or medals or a scholarship, as might be hereafter decided.

Mr. Edward H. Taylor, F.R.C.S., has been appointed to the Regius Professorship of Surgery, left vacant by the death of the late Sir Charles Ball.

The Irish National Teachers' Organization opened its annual Congress in Cork on April 25. The President, Mr. George O'Callaghan, in his address dwelt mainly on the drawbacks by which primary education in this country is hampered, and complained that many valuable suggestions made by the Viceregal Commission of Inquiry a few years ago had been treated as waste paper. He suggested that it would be well for the National Board to fix a maximum school day, as they have already fixed a minimum one. School hours, indeed, whether in secondary or in primary schools, are a matter which calls for reform in this country. Meantime, Irish school-children have some reason to be thankful for the Daylight Saving Bill, which enables them to get out of school earlier and have more of the bright part of the day for their own devices.

Questions put to the Chief Secretary in the House of Commons in the latter part of April on the subject of manual instruction and medical treatment in primary schools elicited the information that the National Education Commissioners have at present no funds available for manual instruction and that the scheme for medical treatment drafted in the summer of 1914 must remain in abeyance for lack of funds. In the meantime, the Roman Catholic Working Boys' Technical Aid Association is doing good work in Dublin by holding evening classes for working boys, to prepare them for entrance to the trade and technical schools of the city, and save them from the impasse in which so many juvenile workers find themselves about the age of fifteen or sixteen, when their employment comes to an end and they are left unfitted for any calling.

One recent piece of legislation which we may welcome is the Provision of Meals (Ireland) Amendment Act, which raises the rate for feeding necessitous school children from 3d. in the £ (the amount fixed by the Act of 1914) to a penny. The former rate was found insufficient to give anything like effective aid, though it did something, as many as 5,238 children having benefited by it in the city of Dublin during last winter. The Act, it may be added, contains safeguards against allowing parents to neglect their responsibilities in the maintenance of their children.

The Teis Ceoil (or Annual Musical Festival and Competitions), which was to have been held in Dublin during the week May 8-13, has been indefinitely postponed owing to the recent disturbances. The Alexandra College Guild had fixed its annual Conference for May 13, but, for the same cause, it was impossible to hold it.

Now that we are passing through a change in the government of Ireland and are soon to have a new Chief Secretary, it is timely to recall the debt which Irish education owes to Mr. Birrell during his nine years of office. Mr. Birrell has always been sympathetic with the aims of Irish educationists, and during his time many important changes and reforms have been carried out in our educational system, chief among them the settlement of the University question—a settlement which might not have been so successful and worked so harmoniously but for his personal influence and efforts and the £40,000 grant for secondary education. Those, too, who are interested in the movement for the recognition of the Irish language and of distinctively national elements in Irish education, will recall that he has always shown a certain sympathy with that movement, and did not fail to see that it had a legitimate place, and might be made a force of value, in the education of the country.

An Experiment in Educational Self-Government, by James H. Simpson (Liverpool, H. Young, 1s. net) is a noteworthy sign of the times. That an assistant master in a great public school should have been encouraged by his head master to make it on his own form, and to publish the results, would before the War have been hardly credible. Briefly, Mr. Simpson has applied at Rugby the lesson that he learnt by visits to the "Little Commonwealth." So far it seems to have proved a complete success, and our only criticism is that it needed a combination of many qualities to make it, and that a year is too brief a period for a trial. A form is too shifting a unit, and the passive resistance of other members of the staff would upset the best laid plans; but it was well worth making and well worth recording.

THE forty-second Annual General Meeting of the Froebel Society was held at University College, Gower Street, on Thursday evening, when the incoming President, the Rev. Lionel Ford, Head Master of Harrow School, presided and delivered his address on the subject of "Personality in Teaching." The outgoing President, Lady St. Helier, was unfortunately unable through illness to be present, but the President was supported by Mr. C. G. Montefiore (Chairman of the Council), Miss Alice Woods, Miss E. R. Murray, Sir John Kirk, Mr. T. W. Phillips (of the Board of Education), Mr. T. R. Ablett, and other well known educationists. Early in the afternoon a private meeting was held at the Society's Offices, attended by representatives of the Branches. By resolution an important addition was made to the title of the Society, which henceforth is to be known as the "Froebel Society and Junior Schools Association."

A CONFERENCE will be held at Caxton Hall on Friday, June 2, at 4.45 p.m., to consider the recommendations of the Royal Commission on Venereal Diseases. The discussion will be opened by Miss Norah March, and several leading educationists have promised to speak.

It is hoped that another Conference on the Teaching of English will be arranged at Stratford-on-Avon from August 2 to 7. Sir Sidney Lee is again acting as Chairman of the Conference Committee.

PRIZE COMPETITIONS.

The winner of the Translation Prize for March is Allen H. Powles, Esq., 11 Newnham Terrace, Cambridge.

The Translation Prize for April is awarded to "Bion," but between "Bion," *μηδὲν ἄγαν*, and "Senex" there was little to choose.

Quamquam hic quidem tyrannus ipse iudicavit quam esset beatus. Nam cum quidam ex eius adstantatoribus, Damocles, commemoraret in sermone copias eius, opes, maiestatem dominatus, rerum abundantiam, magnificentiam aedium regiarum, negaretque unquam beatiorem quemquam fuisse: "Visne igitur," inquit, "O Damocle, quoniam te haec vita delectat, ipse eandem degustare et fortunam experiri meam?" Cum se ille cupere dixisset, collocari iussit hominem in aureo lecto strato pulcherrimo textili stragulo, magnificis operibus picto, abacosque complures ornavit argento auroque caelato. Tum ad mensam eximia forma pueros delectos iussit consistere eosque nutum illius intuentes diligenter ministrare. Aderant unguenta, coronae; incendebantur odores; mensae exquisitissimis epulis exstruebantur. Fortunatus sibi Damocles videbatur. In hoc medio apparatu fulgentem gladium e lacunari saeta equina aptum demitti iussit, ut impenderet illius beati cervicibus. Itaque nec pulchros illos ministratores aspicebat nec plenum artis argentum nec manum porrigebat in mensam; iam ipsae defluebant coronae: denique exoravit tyrannum ut abire liceret, quod iam beatus nollet esse. Satisne videtur declarasse Dionysius nihil esse ei beatum cui semper aliqui terror impendat.

By "BION."

This Tyrant, indeed, has left us his own verdict on his happiness. For once, when one of his flatterers, a certain Damocles, was expatiating upon his armies, his wealth, the greatness of his power, his vast storehouses, and the grandeur of his palaces, maintaining that there had never been a happier man: "Well, Damocles," said he, "if this is your idea of a happy life, will you taste and try this good fortune of mine?"

And when Damocles said he would gladly do so, Dionysius ordered him to be installed upon a golden couch with a beautifully woven coverlet embroidered with exquisite designs, and surrounded by sideboards adorned with chased silver and gold. He then ordered youths chosen for their good looks to wait upon him and to be at his beck and call. Unguents and garlands were provided, perfumes were burned, tables were spread with the costliest delicacies. Damocles thought he was in luck's way.

But in the midst of all this splendour Dionysius had a shining sword let down from the ceiling by a horse-hair so as to hang over the head of that happy man. From that moment Damocles no longer heeded the handsome youths or the cunningly wrought plate; no longer helped himself to the dainties on the table, the garlands began to drop from his head, and at last he was fain to implore the Tyrant to let him go, for he had no more ambition to be happy.

Plainly, Dionysius meant to say that there is no happiness for one who is always in a state of apprehension.

We classify the 67 versions received as follows:—

First Class.—Senex, V.I.X., Buttercluck, Ardeonaig, Bion, Shax, *μηδὲν ἄγαν*.

Second Class.—A.D., Menevia, Aldus, Monica, A.W.Z., Audax, Acris, Fabius, Borealis, Swinford, Gothicus, Culex, J.E.M., C.M.B., Lyme Regis, S.J.A.L., Claudia, Bia, Chris, B.V.T.

Third Class.—Corncrake, D.M.K., Tilbury, Insanus, Cunc-tator, M.M.H., H.G., Decima, A.J.C., Esperanto, Nona, Agnus, Ben Edar, Hermes, M.B.S., Spes, Namur, Allah.

Fourth Class.—Neapolis, Pearl, Ray the Rat, Sic vos, Dion, Sixth Form, Plancus, E.O., Trenches, Mascot, Puella, Vino, Hospes, Q.R., Samur, Old Fogey, Colomba, Simia, A.N., Oiles, Medico, Iser.

An old contributor has kindly pointed out that the passage from Cicero was set some twenty-five or more years ago, and, on seeking the old files of *The Journal*, we discovered it in November 1886. There were 279 competitors, and the prize was awarded to the Rev. H. A. Dalton, a Winchester Master. The Prize Editor must crave pardon for his lapse of memory, and repeat his opening comments, which are equally applicable to-day. "Cicero is an admirable *raconteur*, and the story of Damocles is so simply told that, though the finer shades may be blurred, it is hardly possible to miss the main drift. Yet the Latin period differs so widely from the English that almost every sentence requires to be recast for the translation to read like a passage of genuine English prose."

(Continued on page 336.)

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4. *Picto*, of tapestry or rush work, and *abaci* are the movable side-tables or console tables.

5. *Iam ipsae defluebant coronae*: "Its very chaplets faded and drooped."

6. *Denique exoravit*: "So at last in tears he obtained permission to depart, declaring that such a happy life was not for him."

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de tout cela un ciel de nuages déchiquetés comme dans Albert Dürer avec un beau rayon de pluie qui tombait au loin ; voilà ce que je voyais hier, en regrettant que vous ne le vissiez pas.

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Yesterday I ascended the tower of this wonderful cathedral, and I thought of you. I always think of you when anything is worth seeing, or worth dreaming about.

I could see at a glance, directly in front of me, the sea, and Flushing twenty-two leagues away ; on the left, Flanders and the towers of Bréda ; behind me, Brabant and the clock-tower of Malines ; then the Scheldt, broad and sparkling in the sun ; and between the sea and the river, the flooded polders, an area of grass-land, five leagues in circumference, turned into a lake ; on the right, another broad stretch of green pasture-land, with its white houses glistening in the sunlight ; at my feet, the few scattered house-tops of Tête de Flandre, intercepted by the river ; immediately beneath me Antwerp, which, in the nineteenth century, is what Paris was in the sixteenth, a magnificent collection of churches and stately houses, of much-divided roofs, and curiously shaped gable-ends, of square and pointed clock-towers ; with hundreds of turrets of all shapes and sizes, and quaint house-fronts ; solidly built and interesting old public buildings, such as the Meat Market, the Cloth Hall, and the Exchange ; an hôtel-de-ville façade, resembling an architectural study by Paul Veronese ; a church portal, like one of Rubens' backgrounds, and actually his own work ; hundreds of sails on the Scheldt ; in a corner of the landscape the railway, along which a train was gradually passing out of sight ; near the railway a large star-shaped, level plateau of grass, upon which stands the citadel ; and then, above all this, an Albert Dürer sky of ragged clouds, with brilliant shafts of sunlight streaming through a rain-cloud in the distance. This is what I saw yesterday, and I much regret that you could not see it with me.

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(Continued on page 338.)

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WANSTEAD, ESSEX. — GIRLS' DAY SCHOOL and KINDERGARTEN. 44 Pupils. Suit two sisters or friends. May be seen in working order. Great scope for enlargement. Death cause of sale. £50 or near offer. Address—No. 10,179.*

To Let.

TO LET UNFURNISHED FOR THREE YEARS. SCHOOL NOT OBJECTED TO.

A FINE MANSION IN A PARK within 25 miles of London, near by good town and main line station. 20 bedrooms, 3 bathrooms, very large reception rooms. Electric light. Beautiful Tennis lawns and Croquet grounds. Stables, cottage, &c. To let unfurnished under special circumstances. Principals only. Reply to S. Box 847, Samson Clark's, 49 Great Portland Street, W.

Partnerships Offered and Required.

WANTED.—A Gentlewoman with small amount of capital who would join the Head of a successful Private School for Girls (recognized) to do all the management of house, servants, matron, &c., with a view to **PARTNERSHIP** after a period of probation. Experience of large households and business ability essential. Anglican. No agents need apply. Send full particulars and copies of testimonials to Address—No. 10,163.*

* Replies to these advertisements should be addressed "No — The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient *1000* stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

X Other Transfers and Partnerships are on pages 300, 306, 307, and 339; other School and Teachers' Advertisements are continued on pages 338, 339, 340, 341, 342, 343, 344, 345, 346, and 347. **X**

Second Class.—Prestbury, N.C., M.Q.B., Claudamac, A.H.G., Talbot, Shax, Garnet, S.E.S., Agricola, Vidite, Nibbidard, W.G., Hint, E.T., J.E.M., Byedny, W.A.W., Trad, Haworth, Senex, Ignota, Son Enfant, Naguère, Zéolide, Q.M.R., E.A.M., U.E.E., Chingleput, Topsy, Borealis, W.H.S., Roberta, Mernus, Connaught, Aisne, Eléonore, C.L.A.

Third Class.—Dragley, Q.H.S., R.Q.E., M.F.W., C.L., Sparket, Hermes, Bochophobe, W.O.C., Pem, S.S.M., Moriendo Vivo, F.H.H., Lutetia, L.W.L., Persis, Pignouf, R.A.L., B.E.S., K.E.M.D., M.L.S., Orient, C.D.C., Nibbe, P.B., Athos (lined linen paper), Chardon, Hal, E.K.B., C.O., H.W.

Fourth Class.—Laurence, Sarmia, D. Dunbar, A. Tickey, K.H.B., Télémaque, Pangloss, Ann, M.Q., Anzac, Arishmell, A. Fry, Leander Corncrake, Goldsmith, Mayfield, Boetius, Pen, Eugène, A.B., Brenda.

Fifth Class.—Undine, Victor, V.H., Summer, Lar, Phil, Poilu, Lips, Aura, Once More, Par, G.G., Rub, H.F., Herga, Girlie, Mona, D.M.

The letter of Victor Hugo to Louis Boulanger was in one respect an unfair test, as it involved a knowledge of Antwerp not easy to be "got up" without consulting guide-books difficult to procure in these hard times. Not to recognize the *Tête de Flandre*, the fort and village of S. Anne on the further side of the Scheldt, was a venial error, but it is obvious that all the names must be anglicized. But the difficulty for which the passage was set was to turn a long epistolary paragraph of some forty lines into literary English: to steer between the stilted guide-book and the style of Mr. Jingle. An English writer would certainly not content himself with commas and semi-colons.

C'est tout vous dire: "and to you I need say nothing more." His friend knows Antwerp. *A même* was generally slurred or mis-rendered. It is the familiar *boire à même les bouteilles*: "in the very centre of cathedrals," &c. "I was on the top of the spire," &c., for "I climbed," is absurd. *Une chose contient*: "I see something which makes a picture or presents a new idea." *Polders*, recognized by English dictionaries, should, of course, be retained. *Une prairie*: "a piece of meadowland five leagues round." *Une autre prairie*: "another meadow, but this one green, and dotted with houses of dazzling white." *Comme était Paris*: "a sixteenth-century Paris surviving to the present times." Only a few were caught by *hôtel*, "mansions." *Accidents de tourelles*: "un-

expected turrets." *Amusantes*: "quaint." *Qui sont*: "here the guildhall of the Fleshers, there of the Drapers, and there the Exchange," or a simple dash would suffice. *Fond de Rubens*: "a background in a Rubens, and actually designed by Rubens." *Une grande étoile*: "a star-shaped green which looked as if it had been laid on level, marked the site of the citadel." *Enfin au-dessus*: "and over all the landscape was a sky of ragged clouds, with a gleam of falling rain in the distance."

AN OMNIUM GATHERUM PAPER.

Prizes to the amount of Two Guineas are offered for the best answers.

1. Identify, with brief comments, the following quotations:—
 - (a) "The grand old fortifying classical curriculum."
 - (b) "What is a Communist? One who has yearnings For equal divisions of unequal earnings. Idler or burglar or both, he is willing To fork out his penny and pocket your shilling."
 - (c) "The dissent of dissidence."
 - (d) "Perverse studet qui examinibus studet."
 - (e) "We must leave no Giotto by the sheepfolds."
 - (f) "Russian is far more difficult than Greek and far more useful."
 - (g) "The drilled dull lesson forced down word by word In my reluctant youth."
 - (h) "Que messieurs les assassins commencent."
 - (i) "An unmixed Democracy is an unmixed evil."
 - (j) "Best fight on well, for we taught him."
 - (k) "Shakespeare unlocked his heart."
2. Give, with derivation and meaning, six neologisms or new words that we owe to the present War.
3. An epigram in any language on Daylight Saving.
4. "Conscription": An article of 200 words or under for a new English Cyclopædia.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by June 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

GYMNASTIC, GAMES, and SPORTS MISTRESSES.—LIVERPOOL PHYSICAL TRAINING COLLEGE. Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the PRINCIPAL, Physical Training College, Southport.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

ENGLISH MISTRESS requires post in September. Cambridge Higher Local. Experienced. Preparation for Cambridge and Oxford Locals and London Matriculation. French.—Miss TOMLINSON, 10 Lowther Terrace, Lytham, Lancs.

Posts Wanted—continued.

SINGING MISTRESS, experienced. Class or Solo, old Italian method practically taught. Visiting post required in or near London. Apply—E., 14 Chalcot Gardens, London, N.W.

LADY HOUSEKEEPER (young) desires re-engagement, September, in high-class Girls' School or College; must be London or near. Churchwoman. Good salary. Would entertain partnership for house department. Address—No. 10.165.*

YOUNG Lady, thoroughly trained, desires post as ASSISTANT MATRON in a School. Has good knowledge of Cookery, Laundry, and Housewifery, and care of girls health, clothes, &c. Apply—Miss BARING GOULD, Mortimer House, Clifton, Bristol.

WANTED, a place as LADY HOUSEKEEPER and MATRON in a School boarding-house. Excellent qualifications both for School and Household purposes. Full particulars, and strong recommendation, from FRANK E. MARSHALL, Hawse End, Keswick.

PRINCIPAL highly recommends certificated FOREIGN MISTRESS. "Seniors and Juniors made excellent progress." Good Linguist, Music, Games, Tennis, &c.—1719 F. HOOPER'S, 13 Regent Street. Others. Introduction free. Established 1881.

SENIOR FRENCH MISTRESS requires post for September. Resident or non-resident. Pure accent (abroad); has great experience and is a good disciplinarian. Junior English (Senior Oxford); Needlework (plain sewing and dressmaking.) Excellent testimonials.—Mlle FONTAINE, Westholm College, Bishop Auckland, Durham.

M.A., B.Sc., experienced, wishes post in School. July to October or part of that time. Address—No. 10.178.*

Posts Wanted—continued.

EXPERIENCED Public School MISTRESS, M.T.S.M., good references, desires non-resident post September, or resident, no supervision. Successful with pupils at the various Music Examinations. Good Passes, many Honours. Piano, Singing, Theory, Violin. Would accept moderate salary during war time. Address—No. 10.173.*

LADY with Cambridge First Class Modern Languages Tripos Certificate, requires post as COACH, or as MISTRESS in a School, preferably in or near Brighton or London. Good experience in Public School and private coaching establishment for men. Subjects: English, French, History, German. Has coached for London B.A. Finals, Sandhurst, &c. Would combine secretarial work. Typewriting, Shorthand. Address—No. 10.174.*

POST wanted in September in Girls' School or Training College. Mathematics and Botany to Matriculation standard, with Elementary Chemistry and General Experimental Science. £145. Address—No. 10.176.*

HALF TERM or September, MATRON, gentlewoman, seeks Public-School re-engagement. Thoroughly experienced in practical duties (no housekeeping) and Boys' Nursing. Excellent references and tests. Please state salary given. Address—No. 10.181.*

DOMESTIC SCIENCE MISTRESS, Visiting Post required in or near London. High School and Secondary School experience of 4 years. First class Diplômée in all subjects. Address—No. 10.182.*

ADVERTISEMENT and other matter for JULY issue should reach the office by June 24th. Urgent Notices of Posts Vacant and Wanted can be received up to June 26th (first post).

* Replies to these advertisements should be addressed "No.—, The Journal of Education, 3 Broadway, Ludgate Hill, E.C. Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. 5,386. **TRANSFER** of good-class Boarding and Day School in Surrey. 10 Boarders and 32 Day Girls. Gross receipts nearly £1,000. £300 required for goodwill. Very well equipped premises.

No. 5,383. **TRANSFER** of successful School, containing 111 Pupils, North of London. Nearly all Day Girls. Gross receipts £750. Net profit £150. Not more than £200 need be paid down for goodwill and furniture. House has accommodation for 15 Boarders.

No. 5,381. **TRANSFER** or **PARTNERSHIP**. Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £300 to £1,000 capital required.

No. 5,380. **TRANSFER** or **PARTNERSHIP**. High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

No. 5,378. **TRANSFER** or **PARTNERSHIP** in very well known School of the best class, at a favourite South Coast Resort. Present numbers about 20 Boarders. Accommodation for 40. Magnificent premises. Price for goodwill matter of arrangement.

No. 5,377. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON**. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. 5,375. **TRANSFER** of exceedingly flourishing Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET PROFIT ABOUT £1,000**. 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. 5,370. **TRANSFER** of old established and successful Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES**, standing in 3 acres of grounds. Only £500 required for goodwill.

No. 5,367. **TRANSFER** of old-established and successful Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. 5,360. **PARTNERSHIP** in one of the best-known Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

No. 5,359. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL**, close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders; at present contains 10. Suitable for a lady **WISHING TO MOVE**, or with a **GOOD CONNEXION**.

No. 5,356. **PARTNERSHIP**, suitable for a **WELL-QUALIFIED MISTRESS**, in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well qualified partner, especially with a little general connexion, **LARGE CAPITAL NOT REQUIRED**.

No. 5,283. **PARTNERSHIP**, with view to Succession, in successful Boarding School of the highest class, in a good residential part of London. Gross receipts about £2,000. Net profit about £400. Moderate sum asked for goodwill.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 338.

QUALIFIED MISTRESS seeks Appointment in September. Good disciplinarian: very successful in Pupils' Examinations. Chief subject: Mathematics; Good Latin, French, Games. Six years' experience. Experienced with Boys.—DODSWORTH, Ash Lea, Driffield, East Yorks.

POST required as **MUSIC MISTRESS** in Girls' or Boys' School. Cello, Piano, Theory. Autumn Term. Resident or non-resident. Good testimonials. London or neighbourhood preferred.—Miss ALLEN, Beaumont, Camberley, Surrey.

WANTED, post as **ASSISTANT MISTRESS**, Public School. L.L.A. Hon. French and Literature. History. Conversational French acquired abroad. Some experience in Schools. Excellent references. Miss BARD, 30 Holland Villas Road, Kensington.

MILLE ANCEAU, Diplômée, Officier d'Académie, for 10 years French Mistress Francis Holland School, Baker Street, seeks re-engagement for September. Passes and Distinctions in all Examinations. Coaching a speciality. Advanced French History and Literature Classes.—10 Westbourne Square, W.

ART MISTRESS, five years' experience, seeks post in London. Resident. Visiting or on Mutual Terms. Slade Training. Ablett's System if required. Address—G., 160 Knight's Hill, West Norwood, S.E.

EXPERIENCED GYMNASTICS and **GAMES MISTRESS** requires non-resident post for September, in London. Madame Osterberg Certificate.—Miss A. S. OWEN, 4 Royal Naval Cottages, Penze, London, S.E.

ADVERTISEMENT and other matter for **JULY** issue should reach the office by **June 24th**. Urgent Notices of Posts Wanted and Vacant can be received up to **June 26th** (first post).

Posts Wanted—continued.

REGISTERED Secondary Teacher, with L.L.A. and Cambridge Higher Local Certificates, desires responsible post as **VICE-PRINCIPAL, ORGANIZER, SECRETARY**, or similar post. Can control Scholastic or Domestic side. Correspondence, interviews, accounts. Strong, active, energetic. Liberal salary required.—ADAMS, 10 Dix's Field, Exeter.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.
[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

SCHOLASTIC. — SEPTEMBER VACANCIES. — Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (immediately) with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.** Notice sent at once of all suitable appointments.

ST. LEONARD'S SCHOOL, ST. ANDREWS. — Wanted, in September, a thoroughly experienced **HISTORY MISTRESS**, Oxford or Cambridge Honours preferred. Salary £120 to £150 non-resident, according to qualifications. Applications to the **HEAD MISTRESS**.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen. **MANUSCRIPT**, 6d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N.

Posts Vacant—continued.

CITY OF BIRMINGHAM EDUCATION COMMITTEE.

DAY SCHOOL FOR YOUNG EMPLOYEES (GIRLS' SCHOOL).

Wanted, for September, an **ASSISTANT MISTRESS** to teach chiefly English Language and Literature to girls, aged from 14 to 18. A degree (or equivalent) and Secondary School experience desirable. Maximum salary £130 per annum. Latest date for sending in applications is June 17, 1916. Full particulars and form of application will be sent on receipt of addressed envelope. Communications should be endorsed "Assistant Mistress, Stinchley." **JOHN ARTHUR PALMER**, Education Officer, Margaret Street.

DE VIZES SECONDARY SCHOOL.

140 DUAL.

There will be a vacancy in September next for an **ASSISTANT MASTER** or **MISTRESS** to teach French throughout the School. Salary £100 to £120. Apply to the Head Master, E. A. EREN, Esq., M.A., B.Sc., Fairfield, Potterne Road, Devizes.

WALTER H. TITCOMBE, Secretary to the Governors.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

REQUIRED, for Girls' High School, Cape Province, a **FIRST ASSISTANT MISTRESS** (25 to 35). Subjects: Mathematics and Botany to Matriculation standard. Supervision. Salary £170; £40 deducted for board in School Boarding House. Outward passage. Apply —**EDUCATION SECRETARY**, 23 Army and Navy Mansions, Victoria Street, S.W.

Posts Vacant—continued.**SHANGHAI MUNICIPAL COUNCIL.****THOMAS HANBURY SCHOOL FOR GIRLS.**

An ASSISTANT MISTRESS is required for this School, to arrive in Shanghai early in September.

Candidates to be from 25 to 30 years of age, and unmarried; they should be Certified Teachers with experience of class teaching generally, the usual English subjects, also class singing, Physical Drill, Drawing and Needlework. Pay Taels 90 per mensem with board, lodging, washing, medical attendance, under agreement for three years with participation in the Superannuation Fund.

The value of the Tael at present rate of exchange is about 3s., but it is liable to fluctuation.

Second-class passage is provided and half-pay during voyage.

Further particulars of the appointment and application forms may be obtained of the Council's Agents, by whom applications must be received as early as possible.

JOHN POOK & CO.,

Agents for the Municipal Council of Shanghai.
68 Fenchurch Street, London, E.C.
May, 1916.

SHANGHAI MUNICIPAL COUNCIL.**PUBLIC SCHOOL FOR GIRLS.**

An ASSISTANT MISTRESS is required for this School to arrive in Shanghai early in September.

Candidates should be about 25 years of age, unmarried, and possess the higher certificate of the National Froebel Union and be competent to train Student Mistresses. Preference will be given to Students of Bedford Kindergarten College. Pay Taels 150 per mensem without allowances, except participation in the Superannuation Fund. Under agreement for three years, with increase if the agreement is renewed.

The value of the Tael at present rate of exchange is about 3s., but it is liable to fluctuation.

Second-class passage is provided and half-pay is allowed during voyage.

Further particulars of the appointment and application forms may be obtained of the Council's Agents, by whom applications must be received as early as possible.

JOHN POOK & CO.,

Agents for the Municipal Council of Shanghai.
68 Fenchurch Street, London, E.C.
May, 1916.

DUMFRIES ACADEMY.

Wanted, as COMMERCIAL MISTRESS, for duty in September, Teacher of Shorthand, Book-keeping, Typewriting; must produce evidence of general education up to Matriculation or University Preliminary standard, and have competent knowledge of at least one Modern Language, course of training in Business Methods or in Secretarial work essential, proved efficiency in teaching indispensable. Salary £130 per annum, rising under conditions of scale to £160.

Applications (which must be on official form to be had from the Rector on receipt of stamped addressed foolscap envelope) to be forwarded with one copy of testimonials (not returnable) to the Rector, Academy, Dumfries, by June 9, 1916.

J. E. BLACKLOCK,

Clerk to the Managers.

North Bank Buildings, Dumfries.

May, 1916.

MERCHANT TAYLORS'

SCHOOL FOR GIRLS, GREAT CROSBY, LIVERPOOL.—SENIOR MATHEMATICAL MISTRESS required. Degree or equivalent and some experience essential. Applications to be sent to the HEAD MISTRESS.

SOUTHLANDS TRAINING

COLLEGE, BATTERSEA, S.W.—Wanted, in September next, TUTOR for English and French. Initial salary £100 with board and residence. Degree and training desirable. For particulars and form of application, apply to THE PRINCIPAL.

HALSTEAD GRAMMAR

SCHOOL, ESSEX.—Wanted, JUNIOR MISTRESS, who should hold a Froebel Certificate and be able to take Junior Arithmetic, Needlework, and Games. Send full particulars to the HEAD MISTRESS.

COUNTY HIGH SCHOOL,

WORTHING.—Wanted, in September, FORM MISTRESS for a Lower Form (training essential). Ability to teach Class Singing will be a recommendation. Salary, £100 to £120, non-resident, according to experience and qualifications. Apply—HEAD MISTRESS.

Posts Vacant—continued.**KENT EDUCATION COMMITTEE.**

University graduates with good Secondary School experience are invited to apply for the following posts. Initial salary in each case £100 to £120 according to qualifications and experience; a higher initial salary may be allowed to mistresses specially qualified. Application forms will be sent on receipt of stamped addressed envelope.

COUNTY SCHOOL FOR GIRLS, CHATHAM.

(1) SCIENCE MISTRESS to be responsible for Science (Chemistry and Physics, including Electricity) and to teach some Mathematics.

(2) GYMNASTICS MISTRESS (Bedford or Dartford Heath).

Apply for Forms to R. L. WILLS, Esq., 2 Military Road, Chatham.

COUNTY SCHOOL FOR GIRLS, DARTFORD. MATHEMATICS MISTRESS.

Apply for Forms to the HEAD MISTRESS, County School for Girls, Dartford.

COUNTY SCHOOL FOR GIRLS, FOLKESTONE.

ASSISTANT MISTRESS to teach Latin, Junior English, Needlework, and help with secretarial work.

Apply for Forms to J. QUICK, Esq., Technical Institute, Folkestone.

COUNTY SCHOOL FOR GIRLS, TUNBRIDGE WELLS.

ASSISTANT MISTRESS to teach Mathematics and give help with French.

Apply for Forms to Dr. J. LISTER, Technical Institute, Tunbridge Wells.

FRAS. W. CROOK,

May, 1916.

Secretary.

THE MANCHESTER MUNICIPAL SCHOOL OF TECHNOLOGY**APPOINTMENT OF VICE-PRINCIPAL.**

The Governing Body invites applications for the Vice-Principalship of the School of Technology. Salary £500 a year.

Conditions of appointment and forms of application may be obtained from the REGISTRAR, School of Technology, Manchester. The last day for the receipt of applications (which should be addressed to the Registrar) is Monday, 19th June.

Canvassing members of the Committee, either directly or indirectly, will disqualify a candidate.

COUNTY BOROUGH OF BARROW-IN-FURNESS.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, to commence duty in September next, A FORM MISTRESS. Degree and Secondary School teaching experience essential.

Special subject: French. Applicants should state other subjects they can offer.

Salary £100 to £140 according to qualifications and experience.

Forms of application may be obtained on application to the DIRECTOR OF EDUCATION, Town Hall.

L. HEWLETT,

17th May, 1916.

Town Clerk.

DERBYSHIRE EDUCATION COMMITTEE.**CHURCHFIELD GIRLS' HIGH SCHOOL.**

Required, in September, a SENIOR ENGLISH MISTRESS. Degree or equivalent and experience desirable. Subsidiary subject: History. Initial salary £115 to £125 according to qualifications.

Also a MISTRESS to teach Science (Chemistry and Physics) and Mathematics in the Middle School. Good experience essential. Initial salary £115 to £125.

Applications should reach the HEAD MISTRESS by June 20th.

TYPEWRITING.—Testimonials (a

speciality) 8d. per dozen copies, perfect work guaranteed. MSS. neatly copied, 10d. per 1,000 words. Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

ADVERTISEMENT and other

matter for JULY issue should reach the office by **June 24th**. Urgent Notices of Posts Vacant and Wanted can be received up to **June 26th** (first post).

Posts Vacant—continued.**TEMPORARY CLERKSHIPS FOR WOMEN.**

Owing to the increasing numbers of men being called up for service, there are a number of vacancies in Government and other offices for temporary Women Clerks.

Candidates, who should be not less than 18 years of age and should have had a High School or Secondary School education, should apply for full particulars and forms of application at the nearest Labour Exchange.

EMPLOYMENT DEPARTMENT,
BOARD OF TRADE.
24th May, 1916.

LIVERPOOL EDUCATION COMMITTEE.

Required, in September, for the AIGBURTH VALE HIGH SCHOOL, a CLASSICAL MISTRESS, to teach Mathematics or Divinity as a second subject. Salary £130.

Forms of application (to be returned not later than the 7th June, 1916) and further details may be obtained from JAMES G. LEGGE, Director of Education, 14 St. Thomas Street, Liverpool.

EDWARD R. PICKMERE,
Clerk to the Education Committee.

COVENTRY EDUCATION COMMITTEE.**BARR'S HILL SECONDARY SCHOOL.**

Wanted, a MODERN LANGUAGE MISTRESS, to commence duties in September next. Candidates must possess a University degree (or equivalent qualifications), and be fully qualified to teach French. Training or good Secondary experience desirable.

Commencing salary according to experience, but not less than £100 per annum, rising by annual increments of £5 (£10 in the case of Honours Graduates) to a maximum of £150.

Application forms, which must be returned by Friday, 30th June, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

FREDK. HORNER, Secretary.

Education Offices,
44 Bayley Lane, Coventry.
22nd May, 1916.

PLYMOUTH EDUCATION AUTHORITY.**SECONDARY SCHOOL FOR GIRLS, DEVONPORT.**

Head Mistress: Miss A. HILL, M.A.

Applications are invited for the following posts, viz.:—(1) JUNIOR FORM MISTRESS with good qualifications in Geography. Degree or equivalent essential. Salary £100 per annum, rising by annual increments of £10 to £160. (2) SENIOR FRENCH MISTRESS with Degree or equivalent. Successful experience in preparation for examinations essential. Experience elsewhere may be taken into account in fixing the initial salary. Salary scale as above. Applicants must be able to commence duty in September. Further particulars and forms of application may be obtained at the Education Offices, Cobourg Street, Plymouth.

E. CHANDLER COOK,
Education Secretary.

LUDLOW GIRLS' PUBLIC

HIGH SCHOOL.—MISTRESS required, in September, to teach Geography throughout the School and some other subjects in the Junior Forms. Initial salary £110 to £120; increase according to County scale. Apply at once to the HEAD MISTRESS.

BISHOP'S STORTFORD

TRAINING COLLEGE.—Mistress required, in September, for History and Geography. Degree and experience. Salary £100 and full board. Apply—Rev. A. M. AYNLEY.

THE JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges for September should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS AND SCIENCE.

- Mathematics Mistress** in Public School in Derbyshire. Degree and training. Churchwoman. Salary £75 to £95 resident. JA 12216
- Mistress** wanted in Public School in Kent to teach Botany and Physical Geography. Wesleyan preferred. Salary £65 to £70 resident. JA 12222
- A Mistress** for Mathematics and Arithmetic in Public School in Lancashire, to take Third Form. Cambridge Tripos. Salary £120 to £130 non-resident. JA 12230
- Senior Mathematical Mistress** in Public School in Lancashire. Games needed. Salary up to £120 non-resident. JA 12243
- Assistant Mistresses**, a Senior and a Junior, in Public School in Scotland, to teach Physics, Chemistry, Nature Study, and, if possible, Mathematics. Salaries about £140 and £100. JA 12244
- Assistant Mistresses** in Boys' School in Middlesex to teach (1) Science and Mathematics, (2) Senior Mathematics. Salaries £45 per term non-resident. JA 12247
- Assistant Mistress** in Girls' High School in Derbyshire to teach Middle School Chemistry and Physics, and some Algebra, Geometry, and Trigonometry. Initial salary £115 to £120 non-resident. JA 12259
- Assistant Mistress** in County High School in Essex to teach Mathematics and Physics, and, if possible, Chemistry. Initial salary £110. JA 12263
- Assistant Mistresses** in Public School in S. Wales to teach (1) Botany, (2) Mathematics. Honours degree, training or experience. Age 25 to 32. Salaries £110 to £140 non-resident. JA 12267

ENGLISH AND HISTORY.

- Mistress** in Girls' High School in Yorks for History, English, and Literature up to Matriculation standard. Games, degree, and experience needed. Training desirable. Salary £120 to £140 non-resident. JA 12193
- Mistress** in County School in Kent for History and English, and, if possible, Latin. Drawing. Salary about £110 non-resident. JA 12196
- Senior Mistress** in Public School in Scotland for Literature and History. Degree and experience needed. Training desirable. Salary up to £160 non-resident. JA 12218
- Mistress** in Public School in Yorks to teach English. Honours degree, Oxford, Cambridge, or London. Salary from £140 non-resident. JA 12235
- Mistress** in Public School in Berks for English Literature. Training or experience. Salary from £70 resident. JA 12249
- Mistress** in Girls' Intermediate School in S. Wales with Honours degree in English. Training or experience. Age 25 to 32. Salary £110 to £140 non-resident. JA 12268

MODERN LANGUAGES.

- Mistress** in Public School in Derbyshire for French and German. Degree needed. Training desirable. Churchwoman. Salary £75 to £95 resident. JA 12215
- Mistress** in Public School in Midlands for German, French, and some English. Games desired. Degree needed; training or experience. Salary £120 non-resident. JA 12221
- Mistress** in Public School in Berks to teach French. Training or experience. Churchwoman. Salary from £70 resident. JA 12250
- Mistress** in Public School in Kent for French and German. Good conversation needed. Degree and experience. Salary £70 to £80 resident. JA 12256
- Mistress** in Girls' County School in Northants to teach and organize the French (Phonetics) and to teach some English. Honours degree, experience, and residence abroad. Salary £140 non-resident. JA 12277

CLASSICS.

- Mistress** in Boys' School in S. England for Latin, History, and Junior French. Degree and experience. Salary £130 non-resident. JA 12204
- Senior Mistress** in Public School in W. of England. Classical degree and some subsidiary subjects. Experience essential. Age 30 to 35. Churchwoman. Salary £100 to £110 resident. JA 12219
- Mistress** in Public School in Dorset to teach Classics and some of the following:—Geography, Mathematics, English, Scripture, Degree. Salary £75 to £80 resident. JA 12239
- Mistress** in High School for Girls in Lancashire to teach Classics, and either Mathematics or Divinity. Honours degree and experience. Salary £130 non-resident. JA 12258
- Mistress** in Grammar School (Mixed) in Co. Durham to teach Classics and French. Good degree. JA 12273

GEOGRAPHY.

- Mistress** in Public School in Warwickshire for Geography and some Nature Study and Mathematics. Geography Diploma preferred. Experience. Salary £130 non-resident. JA 12228
- Mistress** in Public School in Berks for Geography and one other subject, preferably French. Training or experience. Salary from £70 resident. JA 12248
- Mistress** in County School for Girls in Glamorgan to teach Geography. Salary £120 non-resident. JA 12252
- Mistress** in High School in Shropshire for Geography and elementary Mathematics. Salary £110 non-resident. JA 12260

FORM POSTS.

- Mistress** in Public School (200 girls) in Dorset for good Arithmetic and English. Good residential experience essential. Moderate Churchwoman. Resident post. JA 12178
- Assistant Mistresses** in High School in Yorks, (1) Junior Form and Arithmetic, (2) Middle Form.

Both to teach English, History, and Scripture, and between them Geography and German. Salaries £110 and £120 non-resident.

- JA 12271 & 12272
- Mistresses** wanted in High School in Northants—(1) **Junior Form**, ages 8 and 9, and Upper School English. Degree. (2) **Form Mistress** for some of the following:—English, Junior Latin, and Mathematics, History or Geography. Degree. Salaries £120 non-resident. JA 12274 & 12275

KINDERGARTEN AND JUNIOR FORM POSTS.

- Mistress** in Public School on Sussex Coast. N.F.U. Higher Certificate needed. Class Singing, Drawing, Drill. Salary about £90 non-resident. JA 12091
- Good Junior Form (First or Second) Mistress** in Public School in Channel Isles. Froebel Certificate and experience needed. Salary £60 to £65 resident. JA 12093
- Junior Form Mistress** in Public School in Yorks. Froebel training and academic Certificate needed. Experience desired. Salary £110 non-resident. JA 12160
- Junior Form** (ages 8 to 11) **Mistress** in Public School in Midlands. French or elementary Mathematics and Singing needed. Salary £110 non-resident. JA 12201
- First Form Mistress** in Public School in Northants. Froebel Certificate. Lower School Drawing needed. Salary £70 to £80 resident. JA 12279

PRIVATE SCHOOL POSTS.

- Mistress** in Private School in Herts for English, French, Latin, Class Singing, Arithmetic, Handwork, Games. Training or experience. Churchwoman. Salary £50 to £60 resident. JA 12225
- Mistress** in Private School in Lancashire to teach Mathematics, English, Junior Latin. Degree, training, or experience desired. Salary £60 resident. JA 12241
- Mistress** in high-class Private School in Surrey to teach German and some English Literature. Honours degree. Good salary resident. JA 12255
- Mistress** in Private School in Channel Islands to teach Latin, Geography, History, or Literature. Experience desired. Initial salary £60 resident. JA 12276

MUSIC, DRAWING, DRILL.

- Art Mistress** in Public School in Berkshire. Ablett System. Some Junior Form work. Churchwoman. Salary £45 resident. JA 12284
- Gymnastics Mistress** in High School in Cheshire for Drill, Gymnastics, Games, and some Secretarial work. Bedford or Dartford student preferred. Salary £100 non-resident. JA 12199
- Art Mistress** in Public School in Midlands to teach Drawing, Painting, and Art Embroidery. Age preferred 23 to 30. Churchwoman. Salary £120 non-resident. JA 12165
- Music Mistress** in Public School on S. Coast to teach Piano and play the Organ for Church Services. Resident. Churchwoman. JA 12089

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

Posts Vacant—continued.**GIRLS' COLLEGIATE SCHOOL,
PIETERMARITZBURG, NATAL.**

Resident ASSISTANT MISTRESSES wanted, to begin work in August:—

- (1) FORM MISTRESS to teach Mathematics, History, and English. Salary £90, £100 and £110 in three successive years.
- (2) JUNIOR FORM MISTRESS with usual English subjects, and Arithmetic to Lower Third standard, with Nature Study and either Sewing or Ablett Drawing. Salary £70, £80, and £90 in three successive years.
- (3) MISTRESS, L.R.A.M. or A.R.C.M., to teach Singing, Solo and Class, and Elocution. Salary £90, £100, and £110 in three successive years.
- (4) MISTRESS, L.R.A.M. or A.R.C.M., to teach Advanced Piano (Matthay Method), Theory and Harmony. Aural Culture or Musical Appreciation a recommendation. Salary £90, £100, and £110 in three successive years.

The School is Boarding and Day under a Committee. Board and residence are offered during holidays if desired. Passage out paid.

Applications, with copies of testimonials, names of referees to whom the candidate is personally known, and full information as to age, experience, and religious denomination to be sent to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

**GOSPORT AND ALVERSTOKE
SECONDARY SCHOOL.
(BOYS AND GIRLS.)**

A SCIENCE MISTRESS (or MASTER, ineligible for Military Service) is required for the duration of the War, to commence duties early in September next.

Candidates must be good disciplinarians and specially qualified in Physics and Chemistry.

Commencing salary up to £150 per annum according to qualifications and experience, rising to £200 per annum.

Further particulars may be obtained from the HEAD MASTER, to whom applications should be addressed not later than Thursday, June 8th.

High Street,
Gosport, Hants.

**C R E W E C O U N T Y
SECONDARY SCHOOL.**

Required, in September next:—

- (1) MASTER (ineligible for Military Service) or MISTRESS principally for Geography; ability to teach School Music a recommendation.
- (2) DITTO principally for Physics and Mathematics (Junior post); Games a recommendation in case of a Master.

Salary in each case £144 per annum; appointment for period of the War.

Applications, &c. to be sent to the HEAD MASTER not later than June 17th.

BOTANY MISTRESS, required in September, with some knowledge of Chemistry, Elementary Physics, and Gardening. Apply—Miss BROAD, Bournemouth High School.

PLYMOUTH HIGH SCHOOL.—SCIENCE AND MATHEMATICS MISTRESS wanted, for September, to teach Chemistry, Physics, Botany, and Mathematics. Honours Degree with training or experience essential. Initial salary £110 or according to qualifications. Also FIRST FORM MISTRESS with Higher Froebel and Lower Forms Certificates and training. Initial salary £100. Apply—HEAD MISTRESS.

STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

LEWISHAM GRAMMAR SCHOOL FOR GIRLS, CATFORD, S.E.—Wanted, next September: (1) SPECIALIST (Hons. Degree) for English and as a SENIOR FORM MISTRESS. (2) MIDDLE SCHOOL FORM MISTRESS to take Mathematics and Science or English and History. Good French a recommendation. Degree or equivalent and experience essential. Salary on scale. Only applications in accordance with above requirements can be acknowledged.

Posts Vacant—continued.**WANTED,
BATHWICK LADIES' SCHOOL (high standard),
BATH,
a thoroughly good
ENGLISH GOVERNESS,
Churchwoman.**

Must have either good Mathematics or Latin, in addition.

Apply to PRINCIPAL, with references, experience, salary, state Degree and training.

In same School, **STUDENT** wanted in September (above 18) to help with Juniors. Must be willing to work to high standard. Great advantages given in return, with board and laundry. Apply—PRINCIPAL.

**SOKE OF PETERBOROUGH
EDUCATION COMMITTEE.****COUNTY SCHOOL FOR GIRLS, PETERBOROUGH.**

Wanted, for the above-named School, for September:—

- (1) SENIOR FRENCH MISTRESS capable of organizing and directing the French of the School. Honours degree, knowledge of Phonetics, some residence abroad, and good Secondary School experience essential. English desirable as subsidiary subject. Salary £140, non-resident.
- (2) ASSISTANT MATHEMATICAL MISTRESS. Degree essential. Salary £100 to £110 (non-resident), according to qualifications and experience.
- (3) FIRST FORM MISTRESS for children of 7 and 8. Must be able to take Lower School Drawing. Higher N.F.U. Certificate essential. Salary, £70 to £80, according to qualifications and experience, non-resident.

Applications, giving full details as to age, qualifications, and experience, with copies of testimonials, should be sent at once to

WALTER J. DEACON.

County Education Offices, Peterborough.

BOLTON SCHOOL (Girls' Division).—MATHEMATICAL MISTRESS wanted in September. Apply to the HEAD MISTRESS.

CARLISLE AND COUNTY HIGH SCHOOL.—Required, for September, ASSISTANT MISTRESS to teach English, Arithmetic, and French, and to reside as Assistant House Mistress at the School Hostel.—Apply to the HEAD MISTRESS.

LIVERPOOL INSTITUTE HIGH SCHOOL FOR GIRLS, BLACKBURN HOUSE, LIVERPOOL.—FRENCH MISTRESS needed in September. Honours in French and residence in France essential. French throughout School to Scholarship standard. Salary £110 to £120, according to qualifications and experience. Apply to HEAD MISTRESS on or before June 5th.

E. R. PICKMERE, Town Clerk.

**DARLINGTON TRAINING
COLLEGE.**

SCIENCE LECTURER wanted for next September, with University Degree or equivalent; interest in Botany a recommendation. Commencing salary, £80 to £120, according to experience, with board and residence. For form of application apply PRINCIPAL, Training College, Darlington.

WARRINGTON TRAINING COLLEGE.—Wanted, in September, a Resident MISTRESS. Churchwoman. Degree or equivalent essential. Apply to the Rev. the PRINCIPAL, stating what subjects are offered. Salary according to qualifications and experience.

COUNTY SCHOOL, PWLLHELI.—Wanted, for September, a SCIENCE TEACHER. Applicants, if men, must be exempt. Particulars as to salary, &c., may be had on application to HEAD MASTER.

ADVERTISEMENT and other matter for JULY issue should reach the office by June 24th. Urgent Notices of Posts Vacant and Wanted can be received up to June 28th (first post).

Posts Vacant—continued.**ADMINISTRATIVE COUNTY OF
LONDON.****THE LONDON COUNTY**

COUNCIL invites applications for the position of ASSISTANT EXAMINERS in connexion with the award of the Council's Junior County Scholarships. The general Examination will be held on 4th November, 1916, and the alternative Examination on 1st December, 1916. The preliminary work of Assistant Examiners is to be completed by 9th November, 1916. Assistant Examiners will work under the general direction of a Chief Examiner; they will be required to mark the candidates' answers, to attend Examiners' meetings, and to make a report on the work of the candidates they examine. They will not be required to set the questions. The examination is of an elementary character, consisting of two 1½-hour papers—one in arithmetic and one in English—worked by boys and girls between ten and eleven years of age. The fee payable is 50 guineas inclusive for persons who are able to devote their whole time to the work for the necessary period, and 25 guineas inclusive for persons appointed as "part-time" Assistant Examiners.

A whole-time Examiner will, as a rule, be required to mark the papers (Arithmetic and English) of about 1,200 candidates, and half-time Examiners the papers of about half this number.

Examiners must not be closely related to, or directly benefited by, the success of any candidate taking the examination. Examiners will have no claim upon the Council either for work or payment in the event of its being found that their services are not required. Teachers engaged in London Elementary Schools are ineligible.

Applications must be on forms to be obtained by sending a stamped addressed foolscap envelope to the EDUCATION OFFICER, London County Council, Education Offices, Victoria Embankment, W.C., to whom they must be returned by 11 a.m. on Saturday, 10th June, 1916. Every communication must be marked "G" on the envelope.

Canvassing, either directly or indirectly, will disqualify an applicant.

JAMES BIRD,

Clerk of the London County Council.

Education Offices, Victoria Embankment, W.C.

KING EDWARD THE SIXTH'S

GRAMMAR SCHOOL FOR GIRLS, CAMP HILL, BIRMINGHAM.—Wanted, in September, a FORM MISTRESS for Middle School. Principal subject, History; subsidiary, English and elementary German. Secondary experience essential. Games desirable. Salary £120. Applications, with copies of testimonials, to be sent to the HEAD MISTRESS by June 9th.

GIRLS' GRAMMAR SCHOOL,

WATFORD.—Wanted, for September, JUNIOR FORM MISTRESS for general English subjects and Arithmetic, with Drawing and possibly some Needlework. Good qualifications and experience essential. Apply—HEAD MISTRESS.

BARNSELY GIRLS' HIGH

SCHOOL.—Wanted, in September: (1) MISTRESS to teach good Latin and Mathematics. Degree and experience or training essential. (2) MISTRESS for Cookery and Sewing. First Class Diplomas. Games desirable. Salary according to qualifications. Apply—HEAD MISTRESS.

LEEDS GIRLS' HIGH SCHOOL,

—Wanted, September, SENIOR FRENCH MISTRESS. Good degree or equivalent and residence abroad essential. Training and experience desirable. Apply immediately—HEAD MISTRESS, Leeds Girls' High School.

ASSISTANT MISTRESS wanted

for September. Chief subjects: Good Latin, elementary Mathematics (essential). Games (desirable). Apply before June 8th, stating age, qualifications, salary required, &c., to HEAD MISTRESS, Municipal High School, Doncaster.

THE COWLEY GIRLS' SCHOOL,

ST. HELENS.—Required, in September, MISTRESS with Honours Degree in English, to organize and teach that subject. Ability to assist in easy conversational French an additional recommendation. Salary, £120, rising to £150. Apply, enclosing testimonials and giving full details of career, to the HEAD MISTRESS.

KING'S HIGH SCHOOL FOR

GIRLS, WARWICK.—Wanted, in September, an experienced ART MISTRESS. Ablett Teacher-Artist Certificate. Part-time post. Salary, £70 to £75. Apply, with testimonials and references, to the HEAD MISTRESS.

TO ASSISTANT MISTRESSES.

Telegraphic Address—**"SCHOLASQUE, LONDON."** HALF TERM AND SEPTEMBER VACANCIES.

Telephone—**GERRARD 7021.**

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

History and English Mistress for County School. £100 non-resident.—No. 510.

Junior Form Mistress with good Geography. Degree or equivalent desired. £100, rising to £160 non-resident.—No. 541.

Mistress for German and English. School in Ireland. Commencing salary, £90 non-resident.—No. 540.

Two Assistant Mistresses for School near London. Salaries respectively up to £110 non-resident. 140 boarders.—No. 529.

Senior English Mistress for School in Wales. Graduate preferred. To act as Vice-Principal if necessary. £60 to £70 resident.—No. 532.

Canada.—Well-qualified English teacher for first-class School. £140 to £170 resident.—No. 526.

Mathematical and French Teacher.—Boys working for Public Schools. Fair salary resident. Immediate vacancy.—No. 500.

Two Mistresses wanted at once for Intermediate School. (1) Classics. Salary, £130 to £150 non-resident. (2) English. Salary, £130 to £150 non-resident.—No. 491.

Senior Mistress for Latin, French, Botany, and Mathematics. Salary, £60 resident.—No. 487.

English Mistress for London College. Mathematics and Geography necessary. Salary, £150, non-resident. Immediate or September.—No. 474.

Assistant Mistress for High School. History chief subject. £110 non-resident.—No. 454.

Junior Mistress for Grammar School. General Form work. £90 non-resident. Immediate vacancy.—No. 446.

Form Mistress for Boys' Preparatory School. £60 resident.—No. 436.

Mistress for Boys' College, with good French or Mathematics. Salary £60 resident. Immediate vacancy.—No. 405.

Natal.—**Form Mistress**, with Mathematics, English, and History. £90 resident. Passage paid.—No. 401.

Two Mistresses for County School. General subjects. Salaries about £100 respectively non-resident.—No. 400.

Natal.—**Junior Form Mistress**. Nature study and either Needlework or Ablett's Drawing. £70 resident. Passage paid.—No. 273.

India.—**Vice-Principal**, holding University qualifications. Mathematics or History necessary. £240 non-resident.—No. 262.

Classical and English Mistress for School on South Coast. The Mistress would hold a leading position in the School. £70 to £90 resident.—No. 213.

Geography and History Mistress for School near London. Fair salary resident.—No. 536.

50 General Form Mistresses for private Boarding and Day Schools. Salaries £40 to £55 resident.

MATHEMATICAL AND SCIENCE VACANCIES.

Two Mistresses for London Schools. (1) Mathematics. £135 non-resident. (2) Science and Mathematics. £135 non-resident.—No. 519.

Mathematical Mistress for Secondary School near London for duration of the War. £5 per week.—No. 537.

Form Mistress to take Mathematics and Science in Secondary School. £100 non-resident.—No. 335.

Mathematical Mistress, with Modern Geography for Convent School. R.C. necessary. £60 resident.—No. 539.

Graduate for County School. Chemistry and Physics. Fair salary non-resident.—No. 525.

Mistress for Intermediate School. Chemistry, Physics, and elementary Mathematics. Fair salary non-resident.—No. 524.

Mathematical Specialist for Secondary School. Fairly good salary non-resident.—No. 551.

Mistress for County School, especially good in Botany. Degree and experience necessary. £120 non-resident.—No. 509.

Science and Mathematics for School in Yorkshire. Housecraft desired. £60 resident.—No. 497.

Mathematical Mistress for Church School in Wales. Science or Latin desirable. £80 resident.—No. 483.

Mathematical and Science Mistress for Grammar School. Physics, Chemistry, and Botany. £130 non-resident. Immediate vacancy.—No. 481.

Mathematical Mistress for Municipal School. Up to £150 non-resident.—No. 469.

Science Mistress especially for Botany and Geography. County Secondary School. £120, non-resident.—No. 466.

Mistress for Mathematics and some Science. Degree desired. £60 resident or £100 non-resident.—No. 462.

Mistress for County School. Mathematics. Lower Form subjects desirable. £100 non-resident.—No. 460.

Mistress for private School near London. Botany and Geography. 200 day pupils. £60 resident.—No. 450.

Mathematics and Science for Boys' School. £75 to £90 resident. Immediate vacancy.—No. 444.

Mathematics and Science. University degree or equivalent desired. Fair salary. non-resident.—No. 408.

Mistress for Physics and Chemistry (Senior Local standard). £120 non-resident.—No. 356.

Mistress for Mathematics for County School. Matriculation standard. Other subjects desirable. £120 non-resident.—No. 354.

Assistant Mistress for County School. Mathematics chief subject. Cambridge Graduate or London B.Sc. preferred. £125 non-resident.—No. 335.

Science Mistress for Grammar School. Chemistry and Botany. Some other elementary work. £110 non-resident.—No. 312.

Science and Geography Mistress for Municipal School. £100 non-resident.—No. 307.

MODERN LANGUAGE VACANCIES.

Mistress to take Senior Classes in French by direct method up to Scholarship standard. Secondary School. £120 to £150 non-resident.—No. 467.

Mistress with good qualifications in French, including a knowledge of Phonetics. Secondary School. £125 non-resident.—No. 336.

Senior French Mistress with degree or equivalent. Secondary School. £100 non-resident.—No. 542.

Assistant Mistress for French on modern lines. Latin as subsidiary subject. Dual School. £100 non-resident.—No. 459.

MUSIC VACANCIES.

Natal.—**Pianoforte Mistress** required. L.R.A.M. or A.R.C.M. Commencing salary £96 resident. Passage paid.—No. 476.

Mistress for School in Ireland. Able to teach on Matthey Method. Piano, Solo and Class Singing. £60 resident.—No. 388.

Natal.—**Singing Mistress** for Solo and Class Singing and Elocution, elementary Piano. Commencing salary £90 resident. Passage paid.—No. 402.

ART VACANCIES.

Mistress to take Art in Secondary School. Assist Junior Form work. £100 non-resident to commence.—No. 520.

Art Mistress for County School. Assist Junior Form work. £100 to £140 non-resident.—No. 518.

Mistress to take Art for R.D.S. Examination. Should hold Teacher-Artist Certificate. £50 resident.—No. 228.

Mistress with Ablett's Certificate, for School in Herts. Fair salary resident.—No. 480.

Mistress to take Drawing and Painting on Ablett's system throughout School. First-class School. £45 resident.—No. 490.

KINDERGARTEN VACANCY.

South Africa.—**Kindergarten Mistress** able to take Botany and Needlework. Church of England School. £50 resident.—No. 534.

VACANCIES FOR PHYSICAL TRAINING MISTRESSES.

Mistress to take charge of the Physical Instruction of girls and small boys. £110 non-resident.—No. 422.

Gymnastic and Games Mistress for large Boarding and Day School. Should be fully trained. £40 to commence, resident.—No. 538.

Gymnastic Mistress for good School. Fair salary resident.—No. 468.

325 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

NUMEROUS POSTS FOR MISTRESSES REQUIRING SALARIES OF £25 TO £35 RESIDENT.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A List of Vacant Appointments in Public and Private Schools will be sent by **Messrs. GRIFFITHS, POWELL & SMITH** to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 800 for brief particulars of some of the Schools **Messrs. GRIFFITHS, POWELL & SMITH** now have for sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

Posts Vacant—continued.**WYCOMBE ABBEY SCHOOL,**
BUCKS.

Wanted, in September, for the following Non-resident Posts:—

- (1) A MISTRESS to take charge of English work. Honours Degree and experience essential. Salary from £140 to £160, according to qualifications.
- (2) A MISTRESS to teach Classics and some English. Honours Degree essential, experience, and training desirable. Initial salary £120 to £140, according to qualifications.
- (3) Two LADY GARDENERS. Must have had training and experience. One must be able to take charge of and organize work in the grounds, and to teach Gardening. Salary according to qualifications.
- (4) ASSISTANT SECRETARY. Typewriting necessary and good Book-keeping, with some knowledge of Shorthand. Good education essential. Salary according to qualifications.

Applications should be sent to the HEAD MISTRESS.

BRENTWOOD GRAMMAR SCHOOL.

WANTED, for September, Experienced MODERN LANGUAGES MISTRESS, capable of organizing the work in French and German. Honours Degree, some residence abroad, and knowledge of Phonetics essential. French primary subject. Salary, £140 to £150, non-resident.

Brentwood is an ancient Endowed School of 300 boys; the vacancy is due to the War. There are five Mistresses now on the staff. Apply to the HEAD MASTER. JAMES F. HOUGH.
The Grammar School, Brentwood, Essex.

DUDLEY GIRLS' HIGH SCHOOL.—Wanted, in September, a MISTRESS, with Degree or equivalent and training or experience, to teach French and English. Residence abroad and a knowledge of Phonetics essential. Initial salary, £115 to £140, according to qualifications. Apply—HEAD MISTRESS.

LANCASTER GIRLS' GRAMMAR SCHOOL.

Wanted, in September, a MISTRESS for French (Honours degree or equivalent essential). Preference given to candidates who have had not less than one year's continued residence in France.

Also MISTRESS for History (Honours degree or equivalent essential).

Commencing salary in the above two cases, £100, rising, by annual increments of £10, to £170.

Also MISTRESS for Physical Exercises. Commencing salary will be intimated on the application form.

In each case the subsidiary subjects offered should be clearly stated.

The above appointments are subject to the conditions and regulations respecting County Day Secondary Schools under the Lancashire Education Committee.

Forms of application and scales of salaries must be obtained from the undersigned.

GEO. H. MITCHELL,
Clerk and Correspondent.

Town Hall, Lancaster,
25th May, 1916.

BANGOR NORMAL COLLEGE.

THE NORTH WALES COUNTIES TRAINING COLLEGE COMMITTEE require the services, in September next, of THREE WOMEN MEMBERS OF STAFF to undertake the teaching of the following subjects:—

- (1) Principles of Infants' Teaching and Kindergarten Handwork.
- (2) Nature Study and Gardening.
- (3) Welsh Language and Literature.

In addition, ability to undertake Physical Training or help in the teaching of Geography or English will be an advantage.

Further particulars and form of application may be obtained from the PRINCIPAL, Normal College, Bangor, North Wales.

BUXTON.—CAVENDISH HIGH SCHOOL FOR GIRLS (DERBYSHIRE EDUCATION COMMITTEE).—Two Assistants wanted in September:—(1) fully qualified and experienced MISTRESS to teach Art and Needlework. (2) GYMNASTICS AND GAMES MISTRESS (Osterberg or Anstey Training preferred). Initial salary in each case £90 to £100 non-resident. Apply, sending full particulars and testimonials, to the HEAD MISTRESS.

Posts Vacant—continued.**CITY OF BIRMINGHAM**
EDUCATION COMMITTEE.

The following Teachers will be required to enter upon their duties on the 12th September, 1916:—

GEORGE DIXON SECONDARY SCHOOL FOR GIRLS.—A TEACHER OF PHYSICAL EXERCISES for five half-days a week, including School Games. Salary £60 per annum.

KING'S NORTON SECONDARY SCHOOL FOR GIRLS.—A FORM MISTRESS well qualified in History and English.

WAVERLEY ROAD SECONDARY SCHOOL.—A FORM MISTRESS qualified in Elementary French, Nature Study, and Elementary Mathematics.

YARDLEY SECONDARY SCHOOL.—A FORM MISTRESS for Geography and General Form subjects.

A DOMESTIC SUBJECTS MISTRESS competent to teach Cookery, Needlework, and Housewifery.

Salaries for Form Mistresses and Domestic Subjects Mistress in accordance with qualifications and experience, £140 per annum being the maximum of the scale. Successful candidates will be required to contribute to the Corporation Superannuation Fund. Forms of application, which must be returned not later than 10th June, may be obtained from JNO. ARTHUR PALMER, Education Office, Council House, Birmingham.

COUNTY TECHNICAL AND SECONDARY SCHOOL, WORKINGTON.

The Governors of the above School invite applications for the post of PRINCIPAL ASSISTANT in the Technical Department, which at present consists of (1) a Junior Technical School, (2) Day Apprentice Classes, (3) the usual Evening Classes.

The selected candidate will be expected to supervise the Technical side of the School, and to be especially responsible for the Engineering Department. He should have had a good training, workshop and laboratory experience. Experience in a Trades School or a Junior Technical School will be a consideration.

Commencing salary £250, rising by annual increments of £10 to £300 for satisfactory service.

Duties to commence in September next.

Twelve copies of application by 7th June, 1916.

A. B. COLES, M.A.,
Principal.

WALLASEY HIGH SCHOOL
FOR GIRLS.

The Governors invite applications for the post of HEAD MISTRESS, vacant owing to the appointment of present Head Mistress to Pendleton High School, Manchester.

The School is a modern building with accommodation for 300 pupils, with an extension building (lately erected and which will shortly be opened) for an additional 120 junior pupils. Present numbers in School, 330. The School is in a residential district and has ample grounds with facilities for games.

Candidates must hold a Degree of some University of the United Kingdom, or an equivalent qualification.

The commencing salary will be £400 per annum, increasing by £25 at the end of every two years to a maximum of £500. Duties to commence in September next if possible.

Applications, stating age, experience, and qualifications, accompanied by not more than four recent testimonials, must be sent before June 24th to the DIRECTOR OF EDUCATION, Wallasey, Cheshire, from whom a prospectus and all further details may be obtained.

Canvassing in any form will disqualify.

TORQUAY SECONDARY

SCHOOL.—Wanted for Girls' School, an ASSISTANT MISTRESS specially qualified in Mathematics; to commence in September. Applicants must state other subjects offered. Salary to commence at £120 for qualified and experienced person, rising by £10 annually to £140. Send stamped addressed foolscap envelope for Application Form, to the CLERK TO THE GOVERNORS, Town Hall, Torquay.

A RESIDENT CLASSICAL and a Resident SCIENCE MISTRESS wanted in September for Sandecotes School, Parkstone, Dorset. Degrees essential. Particulars may be obtained on application to the HEAD MISTRESS.

ADVERTISEMENT and other matter for JULY issue should reach the office by June 24th. Urgent Notices of Posts Vacant and Wanted can be received up to June 26th (first post).

Posts Vacant—continued.**COUNTY BOROUGH OF**
ROTHERHAM.
EDUCATION COMMITTEE.**MUNICIPAL HIGH SCHOOL FOR GIRLS.**

Applications are invited for the following posts at the above-named School, viz.:—

HEAD MISTRESS. Applicants should hold a degree of some University of the United Kingdom or an equivalent qualification, and give evidence of practical teaching experience. Salary £300 per annum.

HISTORY MISTRESS. To take History throughout the School. Degree, training, and experience in a Secondary School essential. Salary £130 per annum.

KINDERGARTEN MISTRESS. Higher Froebel Certificate and experience in a Secondary School essential. Salary £100 per annum.

Successful candidates will be required to commence duties in September next.

Applications, on forms to be obtained from this Office, should be returned to the undersigned not later than the 14th June, 1916.

JOHN A. AUTY,
Assistant Secretary for Education.
Education Offices,
Rotherham.

COUNTY BOROUGH OF
SUNDERLAND.**BEDE COLLEGIATE GIRLS' SCHOOL.**

Head Mistress: Miss M. E. Boon, M.A.

Wanted, in September:—

(1) SCIENCE MISTRESS, Chemistry, and Physics (Nature Study subsidiary). An Honours Degree or its equivalent and good Secondary School experience essential.

(2) JUNIOR FORM MISTRESS to take charge of Form I, and especially fitted to teach English subjects and Arithmetic in the Lower School. Games and Handwork a recommendation.

Salary £115 to £150 (initial amount dependent on qualifications), rising to £175 if specially voted by the Governors.

The person appointed to the second post will not necessarily be paid scale salary unless her qualifications warrant it.

Scale of Salaries, also Form of Application (which should be returned not later than June 13th) may be obtained of the undersigned on receipt of stamped addressed envelope.

HERBERT REED,

Secretary to the Education Committee.
Education Department,
Sunderland,
25th May, 1916.

COUNTY BOROUGH OF
SUNDERLAND.**BEDE COLLEGIATE BOYS' SCHOOL.**

Head Master: G. T. FERGUSON, B.A., B.Sc.

Wanted, on or before June 14, for duration of War, TWO ASSISTANT MASTERS, one for Mathematics and some English, the other for Chemistry and Geography. Good character, teaching skill, and discipline essential. Candidates must be disqualified for military service. Application Forms (which should be completed and returned as soon as possible) and Scale of Salaries obtainable on sending stamped addressed envelope to the undersigned.

Salary in each case £140 to £200. Initial salary according to qualifications.

HERBERT REED,

Secretary to the Education Committee.
15 John Street, Sunderland.
26th May, 1916.

WANTED, in September, MISTRESS to teach elementary Science and Mathematics. Candidates should have completed, or be about to complete, Degree in Science. Commencing salary not less than £80 resident. There is no supervision duty. Classes average 10 pupils—boys and girls. Discipline is very easily maintained. Applications should be forwarded as soon as possible to the HEAD MASTER, Royal School, Cavan, Ireland.

CHICHESTER HIGH SCHOOL.

—ASSISTANT MATHEMATICAL MISTRESS required in September. Some help in subsidiary subject (English, History, or Needlework), Games a recommendation. Degree, training, and experience desirable. Salary according to qualification and experience. Apply—HEAD MISTRESS.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the AUTUMN TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ASSISTANT MISTRESS required at high-class Girls' School in reach of London, to teach Geography and elementary Science. Salary according to qualifications.—No. 3,415.

ASSISTANT MISTRESS required for high-class Girls' School, to teach good French, and Mathematics and Needlework. Salary £125 non-res. The School is in the Midlands.—No. 3,498.

MISTRESS for English and Latin, with French Translation or Mathematics as subsidiary, for very high-class Girls' School on the South Coast. Salary £70 res.—No. 4,004.

SECOND ENGLISH MISTRESS with experience for good-class Girls' School in the North of England, to teach English language, Mathematics, and Latin. Salary will be good.—No. 4,035.

SENIOR ASSISTANT MISTRESS for Mixed School in the South of England to teach good Latin, French, and English. Needlework, Mathematics, or Singing a recommendation. Salary £140, rising to £150 non-res.—No. 4,009.

MISTRESS to take Mathematics, Latin, English, and History in high-class Girls' School in reach of London. Salary by arrangement.—No. 4,154.

Mathematical and Science Mistresses.

SCIENCE MISTRESS with experience, able to teach Chemistry, Botany, Physics, and some Mathematics, for Girls' Boarding School of good class on the South coast. Salary offered, £80 res., rising to £90.—No. 3,834.

ASSISTANT MISTRESS to teach Science and Mathematics for good-class Boys' School in the South of England. Salary £60 to £90 res.—No. 4,032.

SENIOR SCIENCE MISTRESS to teach Botany, Mathematics, and if possible Physics, for Girls' School in reach of London. Salary £70 res.—No. 4,085.

MATHEMATICAL MISTRESS to teach Mathematics on Modern Lines, with some French or Junior English as subsidiary; for Secondary School in the North of England. Salary £120 non-res.—No. 4,052.

SCIENCE MISTRESS to teach Chemistry and Botany, also elementary Physics. Geography a recommendation. Good-class Girls' School in reach of London. Salary £70 to £80 res.—No. 4,124.

ASSISTANT MISTRESS to teach Botany, and some Latin or Mathematics for very good class Girls' School in the North. Salary £70 res. Could be made non-res. at £110.—No. 4,133.

ASSISTANT MISTRESS for Chemistry or Physics, and Mathematics, for good Boys' School in reach of London. Salary £80 to £100 res.—No. 3,525.

ASSISTANT MISTRESS for Mathematics and Science for Boys' School in reach of London. Salary £160 non-res.—No. 4,207.

Kindergarten and Lower Form Mistresses.

JUNIOR MISTRESS for very high-class Girls' School to teach Latin, Mathematics, and, if possible, Music. Salary £50 to £60 res.—No. 3,608.

ASSISTANT MISTRESS for general school subjects for younger boys, in good-class Preparatory School in the South of England. Salary £50 to £60 res.—No. 3,881.

ASSISTANT MISTRESS for Latin, English, and elementary Arithmetic, for Boys' Preparatory School in the West. Salary £50 to £60 res.—No. 4,112.

ASSISTANT MISTRESS to take charge of small class preparing for Junior Oxford Examination. Geography on Modern Lines essential. Experience required. Girls' High School in London. Salary £40 res., or £80 non-res.—No. 4,158.

JUNIOR FORM MISTRESS for Girls' School in the Midlands, to take charge of children 8 to 11 years of age. English and Arithmetic required, with elementary Mathematics and French. Salary £110 res.—No. 4,169.

MISTRESS for Kindergarten and Transition, in Private Girls' School in reach of London. Salary £30 res.—No. 4,130.

Modern Language and Foreign Mistresses.

MISTRESS to teach French to Matriculation standard. Needlework and some Music a recommendation. The salary is good. High-class Girls' School in the North of England.—No. 4,034.

MODERN LANGUAGE MISTRESS for good Girls' School in the North-west. Degree or equivalent desired. Salary £130 non-res.—No. 4,119.

MODERN LANGUAGE MISTRESS in high-class Girls' School. Salary £40 res.—No. 4,118.

EXPERIENCED MISTRESS for French and German. Latin or English a recommendation, for high-class Girls' School in the North. Salary £70 res. If preferred, salary £110 non-res.—No. 4,151.

MISTRESS for Modern Languages, and able to offer one other subject, for Private School in the West. Salary according to qualifications.—No. 4,185.

ASSISTANT MISTRESS to teach French and German in Boys' Grammar School in reach of London. Salary £160 non-res.—No. 4,208.

MISTRESS to teach French and German in Girls' School in the Midlands. Commercial subjects a recommendation. Salary £50 res.—No. 4,200.

MODERN LANGUAGE AND FOREIGN MISTRESSES—continued.

FRENCH MISTRESS able to prepare pupils for Senior Cambridge Examination. High-class Girls' School in reach of London. Salary £20 res., week-ends free.—No. 4,155.

FRENCH MISTRESS with experience. Girls' Boarding School in reach of London. Salary £45 to £50 res.—No. 4,084.

Gymnastics and Games Mistresses.

TRAINED MISTRESS to teach Gymnastics and Games in Private Girls' School of good class on the South Coast. Salary £60 res.—No. 3,633.

MISTRESS to teach Games and Drill with elementary English and French. Private School for Girls in the Midlands. Salary £40 res.—No. 4,026.

GYMNASTIC AND GAMES MISTRESS able to take Junior School Dancing, in high-class Girls' School in reach of London. Salary £60 res.—No. 4,149.

GAMES MISTRESS to take Swedish Gymnastics with apparatus in good-class Girls' School in the South West of England. Salary according to experience and qualifications.—No. 4,172.

Music and Art Mistresses.

MUSIC MISTRESS for Girls' School in South Africa, to teach Singing, Elocution, and some Elementary Piano. Salary £90 res., rising for 3 years to £110. Holidays included if desired. Passage paid out.—No. 3,954.

MUSIC MISTRESS to teach 'Cello and as subsidiary subject Piano. Old-established Girls' School in the Midlands. Salary £40 res.—No. 4,104.

MUSIC MISTRESS for Girls' School in South Africa to teach advanced Piano, Theory, and Harmony, on the Matthey Method. Aural Culture a recommendation. Salary £90, rising for 3 years to £110 res. Holidays included if desired. Passage paid out.—No. 4,160.

ART MISTRESS to prepare pupils for Royal Drawing Society Examinations. Geography also required. Good-class Girls' School in the North. Salary £50 res.—No. 4,145.

ART MISTRESS to teach Drawing on Ablett's System. Elementary Arithmetic or Botany a recommendation. Good class Girls' School in reach of London. Salary according to qualifications and experience.—No. 4,156.

DRAWING MISTRESS for Girls' School in the West. Some other subject required. Salary according to qualifications and experience.—No. 4,186.

Messrs. GABBITAS, THRING & Co. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desirg to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

CROYDON EDUCATION COMMITTEE.

BOROUGH SECONDARY SCHOOL FOR GIRLS,
THE POLYTECHNIC, SOUTH NORWOOD.

Wanted in September:—

- (1) A FRENCH SPECIALIST with University Degree experience. Some time passed in residence in France essential.
- (2) A FORM MISTRESS to teach general subjects to girls aged 10 to 11 years. University Degree and at least one year's experience. Apply—HEAD MISTRESS.

NORWICH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, in September, a SECOND SCIENCE MISTRESS. Subjects: Elementary Experimental Science, Nature Study, and Botany. Mistress with degree and willing to help with Games preferred. Commencing salary £100 to £120 according to qualifications and experience. Form of application may be obtained by sending stamped foolscap envelope to SECRETARY, Higher Education Office, Technical Institute, Norwich.

ISLE OF ELY EDUCATION COMMITTEE.

MARCH HIGH SCHOOL FOR GIRLS.

Wanted, in September, TWO ASSISTANT MISTRESSES with University degree and training, to teach (1) French and English, (2) History and Drill. One or both should be able to undertake Games. Salaries £100 to £120 according to experience and qualifications. Applications should be made to the HEAD MISTRESS before June 7th.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated), EDINBURGH.—Wanted, October 1st:—

- (1) A SECOND MISTRESS.—Qualifications required: Honours Degree (or equivalent) in ENGLISH LITERATURE, with preferably History as second subject, training and good experience. Initial salary £160 non-resident.
- (2) MUSIC MISTRESS.—Diplôme of recognized Conservatorium or School of Music, competent to teach Pianoforte, Harmony, Ear Training, Class Singing, Musical Appreciation on modern lines. Initial salary £130 non-resident.

For particulars apply to HEAD MISTRESS, St George's School, Garscube Terrace, Edinburgh, to whom immediate application should be made.

TWO Resident MISTRESSES

required, September: (1) (Inter. B.Sc.) Science, Mathematics, Housecraft; (2) History, Latin, Arithmetic, up to Matriculation; Scripture, Ablett's Drawing and Painting, also desirable. Address—No. 10, 164.*

MOUNT SCHOOL, YORK.

Wanted, in September, experienced SCIENCE MISTRESS. Resident. Chemistry essential. Apply to HEAD MISTRESS.

RESIDENT MUSIC MISTRESS

required for September in good Girls' School in suburb of London. Class Singing, Harmony, Form. Preparation for Examinations and experience in good School essential. Address—No. 10, 177.*

ADVERTISEMENT and other matter for JULY issue should reach the office by June 24th. Urgent Notices of Posts Vacant and Wanted can be received up to June 26th (first post).

Posts Vacant—continued.**ST. COLUMBA'S SCHOOL,**

KILMACOLM, RENFREWSHIRE.

(Girls' School Co., Ltd.)

Head Mistress: Miss WAUGH.

Wanted in September:—

- (1) ASSISTANT MISTRESS to teach Classics throughout the School and some Junior English. Degree or equivalent. Salary, non-resident, £100-£120, according to qualifications and experience.
- (2) ASSISTANT MISTRESS to teach Mathematics, elementary and advanced, on modern methods, and some French or English. Degree or equivalent. Salary, non-resident, £100 rising to £120. (The Second Mistress is Head of the Science and Mathematics Department.)
- (3) ASSISTANT MISTRESS to open a Preparatory Class (Kindergarten and Transition) in connexion with the School. Higher Froebel Union Certificate and some experience essential. Salary, non-resident, £100 rising to £120.
- (4) MUSIC MISTRESS to teach Solo and Class Singing, Elocution, and Piano (elementary and intermediate) on the Matthay method. Salary to be arranged according to work done.

There is a house of residence for Mistresses. Apply to HEAD MISTRESS.

REQUIRED, Resident KINDERGARTEN MISTRESS for September. Private School near London. Higher Froebel. Bedford trained preferred. Drill, Games, and Music desirable. Age over 25. Experience in a good school essential. Address—No. 10, 172.*

RESIDENT JUNIOR ASSISTANT MISTRESS

wanted, in September. Subjects: Junior Arithmetic, English, Geography; an advantage if able to teach Nature Study or Botany. State age, experience, salary required, to Address—No. 10, 180.*

REQUIRED, in September, CLASSICAL MISTRESS

for Girls' Public Day School in S.W. London. Oxford, Cambridge, or London Honours degree essential. Games a recommendation. Address—No. 10, 183.*

NEWARK HIGH SCHOOL.

Wanted, in September, SCIENCE MISTRESS to teach Botany, Chemistry, Physics, elementary Mathematics.—Apply to the HEAD MISTRESS.

STROUD HIGH SCHOOL,

GLOS.—Wanted, in September, a FORM MISTRESS to teach Middle School Mathematics and English, and Latin up to Matriculation standard. Games a great recommendation. Initial salary, £100 to £120. Address—HEAD MISTRESS.

FYLDELIDGE PREPARATORY

SCHOOL, HEATON MERSEY, MANCHESTER.—Wanted, in September, TWO FIRST FORM MISTRESSES. French, English, History, Nature Study, Gardening, Games. Salary according to qualifications. Apply before June 16th to the HEAD MISTRESS.

WEST KIRBY COUNTY HIGH

SCHOOL.—Wanted, in September: (1) Experienced ENGLISH MISTRESS. Subsidiary subjects: Latin and Games. Salary, £130 to £140. (2) SCIENCE MISTRESS. Salary, £120. Degrees essential. Apply—HEAD MISTRESS.

BELVEDERE SCHOOL

(G.P.D.S.T.), LIVERPOOL.—Wanted, in September, SCIENCE MISTRESS for Botany and Zoology, able to help with elementary Mathematics. Degree essential. Also JUNIOR MISTRESS for Form 1 or 2. Apply immediately to HEAD MISTRESS.

GRAMMAR SCHOOL FOR

GIRLS, BRIDGNORTH, SHROPSHIRE.

Head Mistress: Miss N. NEILD, M.A.
Required, for September, a MISTRESS to teach Geography and elementary Mathematics, and to take charge of a young form. Apply to the HEAD MISTRESS.

Posts Vacant—continued.**PORTSMOUTH EDUCATION COMMITTEE.**

GIRLS' SECONDARY SCHOOL.

Head Mistress:

Miss A. M. KENYON HITCHCOCK, B.A. (Lond.), L.C.P.

APPOINTMENT OF JUNIOR ASSISTANT MISTRESS.

Applications are invited for the position of a JUNIOR ASSISTANT MISTRESS to teach Geography and History, or Geography and General Form subjects. Salary to a University Graduate—£100 increasing to £110 per annum, by £5 annual increments.

Applications must be received not later than June 10th. Further particulars and application form may be obtained by forwarding stamped addressed foolscap envelope to the SECRETARY to the COMMITTEE, Offices for Higher Education, Municipal College, Portsmouth.

CHESTER EDUCATION COMMITTEE.

CITY AND COUNTY SCHOOL FOR GIRLS.

Required, as from 5th September, 1916, ASSISTANT MISTRESS with qualifications to teach (1) Geography throughout the School, and (2) Drawing and some Nature Study in the Lower School. Degree or Oxford Geography Diploma, with some experience or training, desirable.

Commencing Salary £120 rising by £5 to £140 per annum. Applications for which no forms are provided, stating age and experience, with copies of not more than three recent testimonials, to be sent to me on or before Friday, 9th June.

Candidates who receive no communication before 16th June, will kindly understand that their application has not been successful.

A. E. LOVELL,

Education Offices, Director of Education.
Town Hall, Chester.
25 May, 1916.

YEADON AND GUISELEY SECONDARY SCHOOL.

Wanted, to begin duties on the 13th September next, an ASSISTANT TEACHER (Master or Mistress). Principal subject: Chemistry, with subsidiary Mathematics or Physics.

Salary £120 to £150 per annum, according to qualifications and experience. The appointment is for the duration of the War, and men candidates must be ineligible for Military service.

Form of application may be obtained on forwarding a stamped addressed envelope to the undersigned. Applications must be received not later than Monday, the 26th June next.

M. RENNARD

Guiseley, West Leeds.

GOVERNESSES WANTED.

Prepare girl 16 for Senior Oxford. £60.—(Kent.) Girls 16-13. Fluent French, Drawing, Painting. £55.—(Yorks.) Two pupils. £40.—Hooper's, 13 Regent Street, London. Others vacancies. No booking fee. Stamp.

THREE MISTRESSES required.

—(School near London.) Senior English, Mathematics, Geography. £50-£60.—Art. Ablett's Certificate. £40.—French. £20-£25.—Hooper's, 13 Regent Street, London. Many good Vacancies. No booking fee. Stamp.

CLAPHAM HIGH SCHOOL

FOR GIRLS, G.P.D.S.T.—Required, for September, two ASSISTANT MISTRESSES for (1) Senior English Work, (2) Mathematics. Degree, with training or experience, essential. Salary according to qualifications. Apply—HEAD MISTRESS, Clapham High School, 63 South Side, Clapham Common, S.W.

GIRLS' GRAMMAR SCHOOL,

BARNSTAPLE.—Wanted, September, Non-resident MISTRESS. Principal subject, Mathematics; subsidiary, elementary English and Geography. Salary, £130, rising to £160. Apply to the HEAD MISTRESS.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient ~~less~~ stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for next term should apply to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of AUTUMN TERM VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates :—

ENGLISH AND GENERAL FORM MISTRESSES.

- English Lecturer** for Church of England Training College in Home Counties. Degree and experience essential. Res. £100.—A 53716.
- History Mistress** for important High School in the North-west of England, with English or elementary Mathematics as a second subject. Honours degree essential. Non-res. £120 to £130, increasing to £140.—A 53275.
- Senior Mistress** for Dual Secondary School in Hampshire to teach Latin, French, and English. Good qualifications and experience essential. Non-res. £140, increasing to £150.—A 51768.
- Head Assistant Mistress** for mixed Secondary School in Home Counties. University degree and experience essential. Non-res. £140 to £150, increasing to £200.—A 53704.
- English Mistress** for Public Day School in London, to teach English throughout the school and up to Matriculation standard. Degree, training, and experience. Non-res. post, with salary increasing up to £150.—A 53348.
- History Mistress** for high-class Private School in the Midlands. Latin or Mathematics a recommendation. Good University qualifications essential. Res. £100 to £110 increasing.—A 53406.
- Senior English Mistress** for high-class Private School on South Coast, offering History or English as a special subject. University education and good experience essential. Res. about £90.—A 53077.
- History Lecturer** for Elementary Training College on South Coast. Degree with good experience essential. Res. £80 to £90.—A 53713.
- English Mistress** for high-class Private School in Vancouver to teach English Phonetics and Elocution, with elementary Grammar, &c. Res. £140 to £160.—A 53709.
- Assistant Mistress** for Boys' Grammar School in Yorkshire, to teach Latin and History.—Res. £80.—AD 53708.

MODERN LANGUAGE MISTRESSES.

- Second French Mistress** in large Public School in the Home Counties, able to take charge of a Form. Good qualifications and residence abroad and Churchwoman essential. Non-res. post with good salary.—A 52292.
- Modern Language Mistress** for Girls' Grammar School in the Home Counties to teach French and German. Good Degree, with experience or training. Non-res. £110 to £130 or more, according to qualifications.—A 52501.
- French Mistress** for Public High School in the North-west of England, able to offer also English or History. Degree and good discipline essential. Non-res. £100 to £120.—A 53233.
- Modern Language Mistress** for Church of England Boarding School in the Midlands, to teach French and German to Scholarship standard. Degree or equivalent qualifications and Churchwoman essential. Res. £75 to £95.—A 53420.

CLASSICAL MISTRESSES.

- Classical Mistress** for Public School on the South Coast, able to take some other subject also. Degree and Churchwoman essential. Res. £75 to £80 or more.—A 53723.
- Classical Mistress** for Girls' Public Day School in Home Counties, to act as Second Mistress. Cambridge, Oxford or London University woman with experience. Non-res. £120 to £140.—A 51688.

MATHEMATICAL AND SCIENCE MISTRESSES.

- Mistress** to take charge of the Mathematics in large Public Day School in the West of England. Cambridge Tripos and experience essential. Non-res. £150, increasing to £170.—A 53007.
- Mathematical Mistress** for first-class Private School in the Midlands, to teach Mathematics to Higher Local standard. Elementary Latin a recommendation. Good qualifications and experience essential. Res. £120 increasing.—A 53124.
- Lecturer** for Elementary Training College in the Midlands, to teach Mathematics to Degree standard, with Geography and Games. Honours Degree and Churchwoman essential. Res. from £75.—A 53715.
- Science Mistress** for Boys' Grammar School in the South-west of England. Res. £100 or non-res. £130.—AD 50568.
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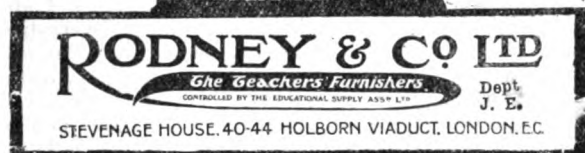
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The proposals which deal with the post-senior course should be considered in their relations to the entire course of instruction. In considering a complete course it would be well to arrange definitely for (1) a three years' course leading up to the Junior Examination, and (2) a further three years' course leading up to the new Higher Certificate Examination. . . .

Although the average length of the period during which pupils remain at school is gradually improving, it must be observed that a considerable number of pupils are withdrawn from school within the first three years. The problem is to organize the course leading up to the Junior Examination in such a way as to serve the double purpose of providing the best possible training for those pupils who will not remain in school beyond the second or third year, and also for those pupils who will remain in school for the entire course. In view of economy and efficiency it is important that the double object should be attained by means of one and the same course.

There cannot, I imagine, be any doubt as to the reasonableness of Mr. Owen's advice. What, then, is the main cause which makes it difficult for the secondary schools in Wales, as elsewhere, to provide a course of study that will be profitable for those who mean to stay at school only for three years, or, wishing to do so, fail to make sufficient progress to justify parents in retaining them there, as well as for the clever or better-circumstanced pupils who, at the outset, decide upon a school course of at least four years in length? It may, with some confidence, be said that it lies in the nature of some of the subjects taught in these schools, especially in two or three subjects to which, perhaps, unduly great importance is still attached by many leaders of educational opinion.

The number of subjects recognized by the various Boards, such as the Central Welsh Board and the Oxford and Cam-

bridge Boards, as suitable to be taught in secondary schools is very large, and wide liberty is permitted to individual schools in making a choice among them. For instance, in the Regulations for the Oxford Local Examinations to be held in 1917 and 1918, there are twenty-four main subjects in which senior candidates may be examined; these are arranged in four divisions—viz., English subjects, Languages, Science and Mathematics, Other Subjects. Before a certificate is granted a candidate must pass in English, one language, and a subject taken from the group of Science and Mathematics. Now, so far as many of these subjects are concerned, it is easy to prepare a scheme of work which can be completed in three years, and be, *at that point*, as valuable for the pupil who then leaves school as for the one who proceeds to a further course of instruction. Among such subjects may be mentioned Scripture knowledge, English language and literature, history, arithmetic, Welsh (for the Welsh child or for one who has had previous instruction in that language), elementary science, elementary biology, geography, shorthand, music, drawing, hygiene, laundry work, &c. But what about an ancient language, like Latin or Greek; algebra and theoretical geometry; a modern foreign language like French; or a science like chemistry?

If a parent, at the time of entering his child at a secondary school, states that he wishes him to be prepared for a Senior Examination, and to take in that examination subjects which will be accepted by a University as equivalent to the Matriculation Examination, then the head teacher provides instruction to this pupil almost from the beginning in mathematics and very often in Latin. If the parent is, as is often the case, undecided concerning the period for which he intends maintaining the child at school, or as to the trade or profession he wishes him to follow on leaving it, the head teacher finds himself in a difficult position. If he assumes that the pupil will leave at the end of the third year, he can omit Latin and mathematics from the pupil's scheme of study. Should this assumption subsequently turn out incorrect, and the pupil wish to stay on to take the Matriculation Examination, the situation becomes serious. How to teach sufficient Latin and mathematics to a pupil of no more than average ability in one or two years, so as to enable him to pass the examination just named? It is very difficult to do this. Is there a way out? Shall we, in order to be sure that the clever pupil may not find his way to the University blocked, teach Latin and mathematics to all; or shall we, in order to secure the greatest good for the greatest number, omit these two subjects from the earlier part of everyone's course, and concentrate attention on the topics for which a strong three-year scheme can be prepared?

I assume that it is impossible to prepare a three-year course in Latin that will be profitable as another of similar length, say, in English or history or geography or drawing. I do not, however, hold that this is of necessity true with regard to mathematics. I would, nevertheless, maintain that much of the algebra and theoretical geometry contained in the syllabus for the Junior Examinations, *if not carried further*, is of little advantage to anybody. Indeed, I would say the same (with the reservation just made) about the parts of these subjects required for the Senior Matriculation Examinations. Fortunately, these mathematical syllabuses can easily be made more practical, as has already been done in more than one type of post-elementary school. We can consequently assume that it is quite practicable to draw up a scheme of work in mathematics which will be profitable for the pupil leaving at the end of the third year, and which can then, in a logical way, be extended for those staying on at school for one or more years, and be at the same time a useful foundation for University courses in mathematics. It may be, however, that the latter would have, to some extent, to be redrafted. After all, the scheme of instruction in the secondary schools is intended for very many pupils who do not intend going on to a higher place of learning. However, there is good reason to believe the ultimate effect on University as well as school of making mathematical teaching more practical would be beneficial. I may be

allowed to add one more remark on the teaching of algebra and theoretical geometry in the secondary schools—namely, that, although I should deplore any serious reduction in the number of pupils taking mathematics (of a practical kind), I fail to find any sufficient reason for closing and barring the doors of a University in the face of a candidate simply because he or she has not studied that one subject. This is a special hardship for girls.

I have still to consider the question whether it is possible to prepare such a three-year course of study in a foreign language or in a science (such as chemistry or botany or agriculture) as will justify us in entering a child upon it, although we were at the outset sure that he or she would not carry it further in school or University. I must confess that I find it difficult to answer this. I am, however, inclined to say that a three-year course in French or German does not ordinarily produce results as definite and beneficial as can be got from giving the time bestowed on one of them to a more intensive study of English literature or to drawing or music or (say, for girls) cookery. (It must be remembered that the inclusion of French or German means the exclusion of another subject, and sometimes it is an important one like those just mentioned which is omitted.) I should feel less hesitation about including a foreign language if I knew it was taught in an intensive fashion by the conversational method. But, whether it were introduced into the curriculum or not, if such subjects as English literature, history, arithmetic, elementary science or elementary biology, or both, geography, music, drawing, and one or two domestic subjects for girls were well taught, one could confidently assert that the foundations of a liberal education were being laid. Concerning the place to be given in a three-year course to a science, I shall content myself with stating briefly that I think it is fairly easy to prepare a scheme and make the scientific instruction so practical as to be of considerable benefit to the majority.

It is, I believe, generally admitted that the difficulty experienced by secondary schools in arranging definitely for a three-year course for those who do not intend or are unfit to stay or to take a School-leaving or Matriculation Examination led to the institution of the higher elementary school. On the whole, secondary schools had until recently failed to make this kind of provision. This was due partly to traditional considerations, but chiefly to the fact that their curriculum must in some essential respects be determined by University requirements. Many secondary schools still feel themselves placed in the invidious position of failing *either* to prepare their abler pupils for University work *or* to make suitable provision for the large number who leave school before coming within sight of an examination equivalent to matriculation.

Let us for a moment consider those marks that are said to characterize a higher elementary school. They are noted in Chapter VI of the *Elementary School Code*. We shall at present concern ourselves with two of them—namely, the length of the course they are intended to provide and the nature of their curriculum. Concerning the first, it is stipulated (see Article 38b) that "the school must be organized to give a three years' course of instruction." In certain exceptional cases, pupils may remain for a further year. As to the second point, it is laid down (see Article 38d) that "the curriculum must have for its object the development of the education given in the ordinary public elementary school and the provision of special instruction bearing on the future occupations of the scholars, whether boys or girls. A curriculum will not be approved unless it provides, together with this special instruction, a progressive course of study in the English language and literature, in elementary mathematics, and in history and geography. Drawing and manual work for boys, and domestic subjects for girls must be included in every case as part of the general or special instruction."

It will be noted that the Board of Education makes a demand that the higher elementary school shall supply special instruction bearing on the future occupations of the scholars, whether boys or girls. This is more definite than the recom-

mentation on this point made by the Consultative Committee upon Higher Elementary Schools in its report published in 1906. It may be thought by some that such a vocational demand as this could not be made upon secondary schools. The answer is that many secondary schools are already meeting it. The Central Welsh Board, for instance, holds examinations for commercial and technical certificates, and subjects bearing upon the future occupations of the scholars are included in its General Regulations and Examination Schedules. There is here, then, no clear line of difference between the two types of schools we are considering.

Both the Consultative Committee and the Board of Education consider Latin as quite outside the purview of the higher elementary course; it is not discussed by the former or included by the latter in Article 38*d* quoted above. Elementary mathematics must, however, be taught, but the Committee wished that the instruction in that subject should be as practical as possible. No foreign language is considered an essential part of the curriculum. That does not mean it cannot be introduced into certain schools. Furthermore, the Committee recommended that "the scientific part of the curriculum should include instruction in elementary natural science," but not necessarily in the form of chemistry or physics. The subject is, however, not expressly included in or excluded from the list given in Article 38*d*.

The curriculum suggested by this Committee and the Board of Education for a three-year course in higher elementary schools has obviously much to recommend it, and at many of these institutions excellent work is being done. But, unfortunately, no provision is made by which able pupils may continue their studies up to the matriculation stage; they are thus cut off from a University training unless they are transferred to another school. In this respect the higher elementary school is a *cul de sac*. It must further be remembered that the Board of Education have declared that the preparation of scholars in such a school for an outside examination, unless it be of a technical character and for admission to some local trade or industry, is inconsistent with the object of that institution. (Letter to the L.C.C., June 1908.)

In the failure, therefore, of many of our secondary schools to make the right kind of provision for those who do not stay in them for more than three years, and in the fact that our higher elementary schools are not permitted to prepare for a matriculation examination, lie two important problems that await solution. I suggest the following:—

(1) Let the list of *compulsory* subjects in the various matriculation examinations be reduced: in particular, Latin and mathematics should no longer be demanded except from those candidates who purpose studying these subjects, or others in which a knowledge of them is essential, at the University.

(2) Let all secondary schools provide a three-year course on lines similar to those indicated above; this will be comparatively easy when the requirements for admission to the various Universities are made not less high, but less narrow. The senior and post-senior courses could still be retained in full vigour.

(3) Let the County Authorities cease building higher elementary schools. There will be no need for special schools to provide three-year courses if the secondary schools arrange to do the work, and, if they do, we shall not in future see able pupils hampered in the prosecution of a full matriculation course of study by the fact that they proceeded to a higher elementary instead of to a secondary school.

TEACHERS' REGISTRATION COUNCIL. THE PROGRESS OF THE REGISTER.

THE work of the Teachers' Registration Council has been hampered by the War, but certain progress has been made towards the building up of a comprehensive Register of qualified teachers. A summary of the figures may be of interest. The Register was opened at the end of November 1913. During the first year there were 4,527 applications. The second year brought an addition of 7,981, making a total up to November 1915 of 12,508. Since the latter date—i.e. up to and including May 11—there have been received 5,124 applications, making a total of 17,632.

The arithmetical progression indicated in these totals is encouraging, but, when it is remembered that there are at least 120,000 teachers eligible for registration, it is evident that the Council has a heavy task to accomplish before it can claim to have secured the unification of the teaching profession.

The analysis of applications received is as follows:—

ANALYSIS OF APPLICATIONS.			
GROUPS.	MEN.	WOMEN.	TOTALS.
University	203	25	228
Elementary:			
Heads	1,116	1,938	9,412
Assistants	1,613	4,745	
Secondary:			
Heads	896	743	5,790
Assistants	2,014	2,137	
Specialist:			
Technological ...	270	73	343
Art	107	127	234
Music	79	175	254
Commerce	164	22	186
Domestic Sub- jects	—	368	368
Manual Training	257	3	260
Physical Educa- tion	17	99	116
Deaf	34	66	100
Blind	11	20	31
Training of Tea- chers	104	187	291
Private Teachers ...	7	12	19
			17,632

It will be seen that the members of the Council, each of whom is elected as the representative of an association of teachers, have constituencies of widely different sizes, but it should be added that some associations have registered practically all their members. Their policy might be adopted with advantage by all the associations, since it is difficult for the Council to approach teachers directly without the risk of seeming to push its wares. On the other hand, a certain amount of advertisement and publicity seems to be required, for quite recently a teacher, when questioned, said that the Registration Council had something to do with keeping school registers! As an example of what can be done by the efforts of a group of teachers, it may be mentioned that the London Teachers' Association has carried out a scheme for registering its members, with the result that over 2,500 applied and were accepted. In view of the fact that the Registration Council was formed at the express wish of teachers acting through their associations, it is not too much to say that these associations are virtually pledged to support the Council by urging their members to become registered. Resolutions passed by conferences and annual meetings are of little service unless they are followed by systematic effort.

The formation of a comprehensive Register is the chief task of the Council, but other important duties have been undertaken. At the request of the Board of Education a report has been prepared on the Draft Introduction to the forthcoming new edition of the *Suggestions to Teachers*. Returns were obtained also from Local Education Authori-

ties which enabled the Council to issue a statement on the practice of retrenchment in education. A record is being prepared of teachers who have been killed or wounded or have received military distinction during the war. The first official Register is in the printer's hands, and it is hoped that it will be ready for publication in the course of the month.

Arising directly from the Council's work of framing a Register is the task of considering the examinations taken by teachers, particularly in what are called "specialist subjects." A number of committees have been formed to consider and report on the existing examinations. In this work the Council has secured the help of some of the most eminent teachers in the various branches concerned.

BOOKS OF THE MONTH.

Arithmetic.

Arithmetical Examples. By J. Logan. *Allen & Unwin*, 6d. net.
Longmans' Explicit Arithmetics. Pupils' Book VII, 8d.; Teachers' Book VII, 1s. 6d.
Chambers's Practical Concentric Arithmetics. Book VII, 6d.

Chemistry.

Class Book of Chemistry. Part IV: Metals. By G. C. Donington, M.A. *Macmillan*, 2s.

Classics.

Silva Latina: a Latin Reading Book with Vocabulary. By J. D. Duff, M.A. *Cambridge University Press*, 2s. 6d. net.
Rome and her Kings: Selections from Livy. Edited by W. D. Lowe, Litt.D., M.A., and C. E. Freeman, M.A. *Clarendon Press*, 1s. 6d.

Commercial.

The Work of a Bank. By H. T. Easton. *Effingham Wilson*, 2s. net.
Practice in Précis Writing. By Arthur Reynolds. *Pitman*, 2s. 6d.

Drawing.

Principles of Drawing. By L. Bellin-Carter. *Arnold*, 2s. 6d. net.

Economics.

Economic Moralism. By James Haldane Smith. *Allen & Unwin*, 5s. net.

Education.

The Purpose of Education. By St. George Lane Fox Pitt. With a Preface by Prof. Emile Boutroux. *Clay*, 2s. 6d. net.
Knowledge and Character: The Straight Road in Education. By William Archer. *Allen & Unwin*, 6d. net.
An Experiment in Educational Self-Government. By James H. Simpson. *Liverpool: Young*, 1s. net.

English.

The Tempest (Granta Shakespeare). Edited by J. H. Lobban, M.A. *Cambridge University Press*, 1s. net.
The Conduct of the Allies. By Jonathan Swift. Edited, with Introduction and Notes, by C. B. Wheeler, M.A. *Clarendon Press*, 2s. 6d. net.
The Rise of English Literary Prose. By G. P. Krapp. *Milford*, 6s. 6d. net.

Fiction.

Captain Kettle on the Warpath. By C. J. Cutcliffe Hyne. *Methuen*, 6s.
The Longest Way Round. By D. Broadway. *Allen & Unwin*, 6s.
Contrary Mary. By Temple Bailey. *Duckworth*, 6s.
Dead Yesterday. By Mary Agnes Hamilton. *Duckworth*, 6s.

Geography.

Economic Geography of the British Empire. By Chas. B. Thurston, B.Sc., F.R.G.S. *Hodder & Stoughton*, 3s. 6d.
Peeps at Many Lands: Alsace-Lorraine. By A. W. Holland. *Black*, 1s. 6d. net.
Regional Geography. Book III: North America. By Ellis W. Heaton. *Ralph, Holland*, 1s.
Beginners' Regional Geography: Africa and Australasia. By J. B. Reynolds. *Black*, 1s.
War Geography and History: a Syllabus of. By Albert A. Cock, B.A. *G. Philip*, 6d. net.

History.

Black's History Pictures.—Our Early History to 1066. Selected and Edited by G. H. Reed, M.A. *Black*, 1s.

History: April 1916. Edited by Professor A. W. Pollard, M.A., Litt.D. *Macmillan*, 1s. net.

Landmarks of Polish History. By August Zaleski. Introduction by R. W. Seton-Watson, D.Litt. *Allen & Unwin*, 6d. net.

Modern Europe. By E. L. Hasluck. *Hodder & Stoughton*, 3s.

Modern Europe. By Sydney Herbert. *Macmillan*, 2s. 6d. net.

Outlines of European History. By G. Burrell Smith. *Arnold*, 2s. 6d.

Poland as an Independent Economic Unit. By Stanislaw Posner. Introduction by Sidney Webb. *Allen & Unwin*, 6d. net.

Nationality as a Factor in Modern History. By J. Holland Rose, Litt.D. *Rivingtons*, 4s. 6d. net.

Studies in Tudor History. By W. P. M. Kennedy. *Constable*, 5s. net.

Hygiene.

Newsholme's School Hygiene. Rewritten by James Kerr, M.A., M.D. *Allen & Unwin*, 4s. 6d. net.

Law.

Industrial Law. By Frank Tillyard, M.A., M.Com. *Black*, 10s. net.

Mathematics.

Theory and Applications of Finite Groups. By G. A. Miller, H. F. Blichfeldt, and L. E. Dickson. *Chapman & Hall*, 17s. net.

Interpolated Six-place Tables of the Logarithms of Numbers and the Natural and Logarithmic Functions. By Horace Wilmer Marsh. *Chapman & Hall*, 5s. 6d. net.

Statics: a First Course. By C. O. Tuckey and W. A. Naylor. *Clarendon Press*, 3s. 6d.

Medical.

The Prevention of the Common Cold. By Oliver K. Williamson, M.A., M.D. *Methuen*, 1s. net.

The Care of the Teeth. By Arthur T. Pitts, M.R.C.S., L.R.C.P., L.D.S. *Methuen*, 1s. net.

Mineralogy.

Methods in Practical Petrology. By Henry B. Milner, B.A., F.G.S., and Gerald M. Part, B.A., F.G.S. *Cambridge: Heffer*, 2s. 6d. net.

Miscellaneous.

The Land of Milk and Honey. By Alphonse Courlander. *Nestlé*, 6d.

Handbook of Employment in Liverpool. Edited by F. J. Marquis, M.A. With Preface by Alderman F. J. Leslie. *Liverpool Education Committee* (14 Sir Thomas Street, Liverpool), 1s.

Modern Languages.

The Modern Language Review, April 1916. Edited by J. G. Robertson, G. C. Moore-Smith, and J. Fitzmaurice-Kelly. *Cambridge University Press*, 4s. net.

Progressive German Idioms. By S. Tindall. *Milford*, 1s. 6d. net.

Collection Nelson.—Un Trio de Romans. By Théophile Gautier. 1s.—La Chartreuse de Parme. By Stendhal. 1s.

Les Classiques Français.—Jean Sbogor, &c. By Charles Nodier. Introduction by Emile Faguet. Edition Lutetia. *Nelson*, 10d.

An Outline of the History of Polish Literature. By Jan de Holeswinski, with Preface by G. P. Gooch. *Allen & Unwin*, 6d. net.

Music.

Three Short Pieces for Piano. By Thomas F. Dunhill. *J. Williams*, 1s. 6d. net.

Mayflowers: Six pieces without octaves. By Stepan Esipoff. *J. Williams*, 2s. net.

Half-minute Violoncello Studies. By W. E. Whitehouse. *J. Williams*, 1s. 6d. net.

Progressive Studies: Piano, Grade III and Grade IV. *J. Williams*, 1s. net each.

Six Piano Pieces for Children: Second set. By Felix Swinstead. *J. Williams*, 6d. net each.

Marching Song: When Britain's Men Come Marching Back. By J. H. Whitehouse. *J. Williams*, 2s. net.

Rosalind: Ballade for Piano. By Hubert Bath. *J. Williams*, 3s.

Miranda: Scherzo for Piano. By Hubert Bath. *J. Williams*, 4s.

Brahms: The Man and his Music. By E. Markham Lee. *Sampson Low*, 3s. 6d. net.

Poetry.

Aftermath. By Mary E. Boyle. *Cambridge: Heffer*, 1s. net.

Swegen. By James F. Waight. *Allen & Unwin*, 1s. 6d. net.

Gallipoli. By Richard Hayes McCartney. *New York: C. Cook*.

Readers.

First Year of the Great War. By Richard Wilson, D.Litt. *Chambers*, 1s. 6d. net.

The Tale of Ancient Peoples. By A. E. McKilliam, M.A. *Cassell*, 10d. net.

- The Tale of the Nations. By A. E. McKilliam, M.A. Cassell, 1s. net.
- School Poetry for the Senior Division. *Ralph, Holland*, 6d. net.
- Dent's School Pamphlets.—Junior I, Mother's Geography; Junior II, Brother Britons; Junior III, Be Prepared. 3½d. each. Intermediate I, Hearts of Steel; Intermediate II, For Valour; Intermediate III, The Staff of Life. 4½d. each. Senior I, Race and Region; Senior II, Britain and the World Conquerors; Senior III, Sons of the Blood. 5½d. each. *Dent*.
- Science.*
- Science Progress: No. 40, April. Edited by Sir Ronald Ross, K.C.B., &c. *Murray*, 5s. net.
- Scripture.*
- Cambridge Bible for Schools and Colleges.—Ezekiel. By A. B. Davidson, D.D. Revised by A. W. Streane, D.D. *Cambridge University Press*, 3s. 6d. net.
- Social Reform.*
- A Short History of English Rural Life: from the Anglo-Saxon Invasion to the Present Time. By Montague Fordham, M.A. Preface by Charles Bathurst, M.A., M.P. *Allen & Unwin*, 2s. 6d. net.
- The Drink Problem of To-day. Edited by T. N. Kelnack, M.D. *Methuen*, 7s. 6d. net.
- Social Science.*
- Community Civics. By Jessie Field and Scott Nearing. *Macmillan*, 3s.
- Theology.*
- Conscience and Christ. By H. Rashdall, D.Litt. *Duckworth*, 5s. net.
- The War.*
- The Nemesis of Docility: a Study of German Character. By Edmond Holmes. *Constable*, 4s. 6d. net.
- Democracy and Military Service. By Jean Jaurès. Edited by G. G. Coulton. Preface by Pierre Renaudel. *Simpkin, Marshall*, 1s. net.
- Because I am a German. By Hermann Fernau. Edited, with Introduction, by T. W. Rolleston. *Constable*, 2s. 6d. net.
- The Great World War. Edited by Frank A. Mumby, F.R.H.S. Part XI. *Gresham Publishing Co.*, 2s. 6d. net.
- War Work for Boys and Girls. By George Mallory. *Allen & Unwin*, 3d. net.
- The Polish Question as an International Problem. *Allen & Unwin*, 6d. net.

REVIEWS AND MINOR NOTICES.

Anthropomorphism and Science. A Study of the Development of Ejective Cognition in the Individual and the Race. By OLIVE A. WHEELER, M.Sc. (5s. *Allen & Unwin*.)

It is hardly too much to say that if anyone who had studied philosophy twenty years ago, having dropped it in the interval, were curious to know where it had got to at the present date, he could not do better than read Miss Wheeler's present volume. Her essay, which is the result of her work as a Research Fellow of the University of Wales, is described by herself as "a study of the development of ejective cognition in the individual and the race," and less accurately by the publisher's boy as "a study of genetic psychology, conducted with a view to solving the problem of the relation that exists between the theological and scientific interpretations of the world." We are further told by the latter that "the work should appeal to all those who are interested in the problem of the apparent opposition between the auxiliary concepts of Science and Theology." So it does appeal, but if it were a study in genetic psychology only, it could hardly have that interest. According to Aristotle, the essence of a thing is what it is when its genesis is complete. And it is with our complete modern consciousness (at least, as far as it has got towards completeness) that Miss Wheeler mainly deals.

But what, our philosophical Rip van Winkle might ask, is this new slang of "ejective cognition"? What new observations or hypotheses justify such an addition to our

vocabulary? for nothing else can justify it. Miss Wheeler's book gives us the answer. The term was originally Clifford's, and he explains that "the inferred existence of *your* feelings, of objective groupings of them similar to those among *my* feelings, and of a subjective order in many respects analogous to my own—these inferred existences are in the very act of inference *thrown out* of my consciousness, recognized as outside of it, as not being a part of me."

In ordinary language, I "read" my own conscious experience into another than myself. And Miss Wheeler gives sufficient reason for using the word of Clifford's coinage in preference to the more obvious term "projection," because the latter has a separate and distinct function of the mind to express—namely, the construction of sense impressions into objects. Now one science, that of psychology, is wholly and entirely "ejective." It all rests on the inference, so plain to common sense and yet so difficult to prove logically, that there are other minds similar to my own. Miss Wheeler's task has been to discover how far this "ejective" element exists in the other sciences, which are generally considered by their professors to be wholly free from anthropomorphism. Her conclusion is that the mechanical sciences, though they "transcend" in some respects the data which they co-ordinate, yet are free from any ejective element; but all the rest, from physics and chemistry up to biology and theological philosophy (if that is to be classed as a science), are ejective in an ascending degree. Her examination of these respective branches of science is, perhaps, the most interesting and important part of the book. It is, perhaps, strange that it has not been usually noticed how anthropomorphic—nay, in some cases, how mythical (witness the description of matter as "a dark, inert, rigid, and absolutely passive substance")—are the terms of these sciences. "Force" or "energy," both of them highly anthropomorphic concepts, are the chief currency of the modern physicist. The chemist, who would repudiate Empedocles' description of atoms as having love and hatred for one another, yet speaks of their "affinity," more in the sense of exercising a mutual attraction than of likeness. What can this term denote if not

The desire of the moth for the star,
Of the day for the morrow?

It is, in short, either ejective or meaningless.

Biology, Miss Wheeler thinks, is establishing a valid claim to be autonomous—i.e. not resolvable into physical and chemical categories. In this department she derives much support from M. Bergson, a debt which, as she acknowledges in her preface, is more especially due to his personal supervision of her studies. Indeed, she has very happily absorbed the more certainly established conclusions of the Bergsonian philosophy. Perhaps the conclusion of which she makes best use is that the conception of cause as power issues from the inner mental life, while that of cause as necessary connexion can only apply to the world of spatial relations, where alone identical causes can be found. Now just as we often attribute power to external things by a process of ejection, so also we are apt to look for necessary connexion in our mental states, which we regard as though spatially distinct by the converse process to which Miss Wheeler prefers to apply the term "introlation." These processes, naturally, are equally valid or invalid. "If ejection is a device for gaining a synthetic view, introlation is also a device for obtaining an analytic view." Miss Wheeler, though she quotes Wordsworth's "Daffodils," does not observe that the poet employs *both* processes. He not only personifies Nature (as also does every man of science in his more eloquent moments), but he also illustrates himself by natural similitudes, both processes perhaps having more literal truth than he usually supposes. Anyhow, both processes are decidedly relative—they are limited, that is to say, to the particular object in view. Here is, perhaps, the point where our Rip van Winkle will feel himself again at home. Perhaps it is characteristic of modern tendencies that Miss Wheeler has no reference to Hegel, though many to Kant. But, surely, here comes in the need for and justifica-

tion of the Hegelian dialectic. Neither of our alternative explanations of the Universe—the mechanistic and the anthropomorphic—is absolute; it represents only one aspect of the whole.

What, then, is Miss Wheeler's solution, or what has she contributed towards a solution of "the problem of the relation that exists between the theological and scientific interpretations of the world"? She has first stated the problem clearly and in the light of the history of philosophy; she has then justified logically the method of analogy by which thought of an ejective nature proceeds. (This section, perhaps, contains some weakness. To criticize it would take more space, but we would suggest to the reader to consider carefully the formal argument on page 93, with its assumption that infinity = certainty. Does it not rather represent indeterminateness?) She has then shown us genetically the history of ejective thought, from the savage, who interprets all Nature, organic and inorganic alike, "animistically," as though endowed with a mind and consciousness like his own—in some cases might we not say "higher than his own," otherwise how can we explain the passage from mere totemism to the actual worship of animals?—to our own attempts to interpret the consciousness of animals and the life of plants. She is even ambitious to be able to enter into these latter with something near exactitude by abstracting certain elements of our own consciousness—perhaps an over-ambitious project, for is not Bergson right in holding that mental states are interpenetrative? From this it follows that abstraction is even more difficult in the mental than in the external worlds. The union of A, the vegetative, in us with B, the conscious, and C, the self-conscious, may result not in A B C, but in A^c B^c C. It is all coloured with self-consciousness, and students of educational psychology are aware of the similar difficulty, which some consider an impossibility, of detaching "faculties." But to return. The ejection of the modern intelligence is discriminate. It sees in the attraction of the iron for the magnet something anthropomorphic—a force, but a third force. In animals it sees a real purpose—the anticipation of an end, but not a consciously apprehended end.

The whole Universe, in the same way, may be interpreted teleologically as embodying purpose, so far as it can be regarded as a real whole—not a chance conglomeration of things like a slag-heap. What remains beyond Miss Wheeler's inquiry is the detailed examination of the ejective process in theology. It will present this puzzle: that the religious consciousness creates rather than finds its values, and assigns them to things in virtue not only of their relation to the world of known things, but of a more comprehensive scheme of reality which it seems to grasp intuitively, for the other-worldly element in religion undoubtedly predominates. Possibly it also does so in art.

In conclusion, by way of apology for this lengthy account of a book which must be read to be appreciated (for its value lies largely in its details of illustration and proof), it may be added that a distinguished English philosopher said recently to the present writer: "Philosophy is really going ahead now. People have ceased to sit and criticize each other." Nothing could better show the truth of his remark than the present work, which incidentally justifies fully the practice of awarding Research Fellowships in Philosophy.

William Pitt and the Great War. By J. HOLLAND ROSE, Litt.D. (7s. 6d. G. Bell.)

This volume, the companion of that on *Pitt and National Revival*, reviewed in our March issue, has received the same generous treatment, reappearing in a cheaper, though unabridged, form. It continues the record of Pitt's work for England from the gathering of the storm of war with France to his death, and, marked by the same exhaustive research and firm grasp of European politics as its predecessor, is an invaluable guide in many difficult places. It is not a history of military or naval exploits. Readers would consult it in vain for any accounts even of the most famous engagements, but it does deal, to some extent, with strategy, and

fully with the effect of battles on the progress of the war, with the diplomacy of Europe, and, above all, with the policy of Pitt, both in the direction of home affairs and as a War Minister. Here, too, as in the earlier of these volumes, we have such notices of his private life as can be gathered, and if they are few, that is because his life was wholly given to England. Broadly his work may be divided into his guidance of the nation in its struggle with a foreign foe and his efforts to force it to employ its full strength in that struggle, unsapped by sedition and unfettered by party or personal considerations.

In his first chapter, Dr. Holland Rose reviews the signs and causes of political discontent in England before the French declaration of war and Pitt's relation to them. He considers that discontent might, to some extent, have been prevented if Pitt had redressed obvious grievances by the repeal of the Test and Corporation Acts and a reform of Parliamentary representation. Unfortunately, he did not feel that his position was strong enough to provoke the ill-will of the Church, and so provided political dissenters with a grievance which may have strengthened their sympathy with the French revolutionary movement. That he acted mistakenly in discountenancing Parliamentary reform in 1790 is Dr. Rose's opinion, expressed moderately, and after taking count of his reason for doing so. Reform, however, was a far more disturbing question than would be gathered from this book, and it is possible that it was prudent not to raise it at that time, especially as the assertion that the interest of the nation in it was awaking seems fairly disputable. His refusal gave the Radicals another and more powerful battle cry against the Government. Clubs were formed, and some of them allied themselves closely with the Jacobins' Club and, inspired by Paine's *Rights of Man*, propagated doctrines subversive of society. Their seditious character caused widespread alarm and provoked the anger of the well-to-do classes. Later we are told how, while the country was at war, Radicals, though borrowing the watchword of reform, were in the main Republicans. Unanimity and peace at home were, and always must be, a prime necessity in time of war, and Pitt, with deep regret, found himself forced to enter on a policy of repression. Arrests were followed by trials which, in Scotland especially, were too often conducted unfairly, and sentences were pronounced which seem vindictive. Sympathy was aroused on behalf of the accused, and juries refused to convict. The attempt to organize a National Convention is justly held to have "threatened developments which might easily have become dangerous," and, to prevent that, Pitt took the safe course by stopping them at the outset by the suspension of Habeas Corpus. So far we agree with Dr. Rose, but we are taken aback by a remark that, in preference to earlier steps of repression, he should have trusted the loyalty of the mass of the nation to overbear the Jacobinical minority, and again, in the same connexion, that the majority was armed while the minority, though including desperate men, had but small stores of pikes. He cannot surely think that Pitt should have preferred to risk an outbreak of civil violence rather than repress sedition by criminal process. For the abuse of legal procedure Pitt was, as is observed here, only remotely responsible. With the unpatriotic efforts of the Opposition in Parliament to embarrass the Government, Dr. Rose has no sympathy, and he speaks with scorn of Fox's efforts to justify the French Jacobins alike before the war and during its course.

Towards France, Pitt and Grenville maintained, as long as it was possible, an attitude of strict neutrality; nor did any sign of friction arise until the proclamation against seditious writings, which, though an absolutely national matter, Chauvelin complained of as falsely attributing to France, then invading the Belgic provinces of Austria, a desire for conquest. Clearly and forcibly, Dr. Rose points out that the execution of Louis XVI was "in no sense the cause of the war"; that the war was forced upon Pitt by the aggressive decree against the sovereignty of Holland, "backed up, as it was, by the claim to support malcontents

in any land." International Law was violated and the doctrine of the "scrap of paper" was anticipated by the action of France as regards the Scheldt. England's security would be endangered by French domination over Holland, and even over the Belgic provinces. Security for herself was the object for which she fought under Pitt's guidance and later. The inherent weakness of the first Coalition against France is well pointed out. Each of the Allies sought its own ends, and Pitt's hopes were frustrated by the failure of Austria to help the common cause at critical moments and by the treachery of Berlin. So, too, selfishness and jealousy caused the failure of the second Coalition of 1799, from which Prussia stood aloof. Austria, in spite of British subsidies, withdrew the forces which should have ensured the success of the Russian campaign in Switzerland, and so ruined the plan of striking at Franche Comté during the absence of Bonaparte's army in Egypt. The Coalition broke up within a year, and was followed by a breach between England and Russia.

On the accusations brought against Pitt of wasting England's strength in operations of secondary importance, Dr. Rose has some well considered remarks, showing that, while it is certainly true that he attempted too much at once, each effort is in itself capable of defence, but that, unfortunately, owing to the conduct of her allies, England was called upon to take a far greater part in the Continental War, necessary for the attainment of her main object, than in the time of Pitt's father, who had used her forces in the conquest of the French colonies and in expeditions not always successful against the coasts of the enemy, while the main burden of the Continental War was borne by her ally. The call on her resources in men made by Pitt's minor expeditions was especially disastrous owing to the "piecemeal methods" of English recruiting, explained here and contrasted with Carnot's *levée en masse*, which opened the way for Bonaparte's victories.

The chapters on the Irish Rebellion and the Union are written in a spirit of fairness. As to the means taken to carry the Union in Ireland, we read that "these sordid bargainings cannot be said to amount to wholesale corruption," and Pitt's insistence on the immediate need of the measure in the face of the probability of invasion is shown to be fully justified. We note with interest that Dr. Rose discredits the story that Pitt spoke bitterly of Grenville's refusal to join his second administration on the ground that the alleged words were not such as so tolerant a man would have used in the circumstances. Arguments of that kind, however, are weak in themselves. Lord Eldon's authority is not despicable, and, with regard to Pitt's disposition, it may be urged that, as Dr. Rose notes in another place, he had some of the characteristics of the Grenvilles, his mother's family. "That proud man" had tried Pitt sorely by adopting a course, probably from more motives than one, disastrous alike to him and to the country. The end of the single-hearted Minister, whose dying thoughts dwelt on the hope that Prussia, though faithless before, would stand firm and send reinforcements to the British troops in Hanover, is told with pathos and dignity. It is pleasant to be able to say that Dr. Rose's two volumes on William Pitt seem to us to be not unworthy of the greatness of their subject.

The Book of Matriculations and Degrees. A Catalogue of those who have Matriculated or been admitted to any Degree in the University of Cambridge from 1544 to 1659. Compiled by JOHN VENN, Sc.D., President of Gonville and Caius College, and J. A. VENN, M.A., Trinity College. (£2. 5s. net. Cambridge University Press.)

The compilers of this important work point out that there should be three records of an undergraduate's name on admission—one in the College register, a second with the Registry on matriculation, and a third in the Matriculation books. On graduation as B.A. there should be a "supplicat" for each student from his College, a grace of the Senate for con-

ferring the degree, the publication of the lists, and the graduate's own signature to the "Three Articles." With similar records for higher degrees and fellowships, if all these records were complete, there might be as many as twenty records of a single name. But not only are many of these sources of information often lacking, but the varied spellings and mistakes present difficulties even in those which are extant. Thus, by careful collation and inference, it has been discovered by the compilers that "Dickinson" should be Pilkington; "Depys," Pepys; "Wiske," Withe; "Ledrich," Redrich, &c. They have identified Saundersburie with Sandsome; Battiston with Saltiston; Vewtibhat with Lewthwait; Queadman with Redman. Shortened forms of Christian names lead to the confusion of George and Gregory, Laurence and Lancelot.

The College Admission registers, which have already been edited, include the excellent work of Dr. Venn himself in his biographical edition of the Gonville and Caius College records; that of the late Prof. J. E. B. Mayor and Mr. R. F. Scott, of St. John's College; that of the late Dr. John Peile, of Christ's College; and that of Dr. T. A. Walker, of Peterhouse. These registers begin 1560, 1630, 1622, 1617 respectively, and thus none is available for the present volume from the beginning, in 1544. Trinity College register is in process of publication, edited by Mr. W. W. R. Ball and Mr. J. A. Venn, but it only starts from 1635, and the editors are dealing with the later years first. Other colleges have MS. registers, and all extant have been consulted for the present work. Besides the college registers, previous lists of graduates exist, particularly that of William Richardson, Master of Emmanuel 1736-1775, and that of Romilly (about the middle of the nineteenth century), both in MSS., and the printed lists of *Graduati*.

The task of the present compilers in collating all the registers and in correcting so many errors so as to place the whole course of each graduate in its chronological order, must have been extremely arduous. They add "many thousands of names" of Cambridge graduates hitherto unrecorded in print, and "lay several hundred phantom graduates who have haunted the catalogues of Richardson and Romilly." Questions such as that of the residence of Thomas Gresham at Cambridge cannot here be settled for us, because that is earlier than 1544. We look in vain for an entry as to Rudolph Zuinglius, grandson of the great Swiss reformer, who is reputed to have been admitted to St. John's College in 1571. On the other hand, when C. H. and T. Cooper, in *Athenae Cantabrigienses*, say of William Johnson, Dean of Kilkenny, 1559-1581, that he was educated at Cambridge, "but in which College we cannot ascertain: if he took a degree no record thereof is now discoverable," the future Dean might prove to be the William Johnson, of King's College, who matriculated 1551 and proceeded B.A. 1555-6—whose course is stated in the Messrs. Venn's book. In fact, every doubtful or vague reference in the *Dictionary of National Biography* (or elsewhere) to the dates of Cambridge men, should be tested by the records of this new book. It is a work of indefatigable industry which will continue to be of reference value for generations to come; nor is it likely that it will ever be superseded for the period 1544-1659. It would be valuable to supply slips containing notes of any inaccuracies discovered, to be inserted, say, every five years.

Gateways to Bookland. In 5 vols. (10d. to 1s. 7d. McDougall's Educational Co.)

This new series of Readers for young people is distinguished by its clear print and admirable illustrations. Perhaps the first two volumes will be the best appreciated, for the infants have been the most neglected. The stories are all old, but they have been retold so as to bring them within the comprehension of the youngest. The coloured frontispiece of Reynolds's "Fortune-teller" will captivate beginners, as will Gordon Browne's illustrations of "Rushy-coat." We cannot, however, approve the variants on the old nursery rhyme as "ungrateful chit" for "bold-faced jig."

In the second volume are longer stories, such as *The*

White Cat and *The Three Bears*, but we doubt whether children will appreciate the prose version of Macaulay's *Lays*. Children of eight, to our knowledge, have of their own accord not only read, but learnt by heart, Horatius.

Of the third volume there is less to be said. We have numerous adaptations from Malory, Hawthorne's *Wonder Book*, Lytton's *Last Days of Pompeii*, and Marryat's *Masterman Ready* and Hauff's *Caliph Stork*. To Chaucer's *Cock and the Fox*, Coleridge's *Ancient Mariner*, and *Alice in Wonderland* we take the same objection. Better to leave these masterpieces till children can read the originals or the full versions.

The fourth volume, entitled *Vistas of Romance*, is much better, as it gives at much greater length two stories from Morris's *Earthly Paradise*, a chapter from *Ivanhoe*, and one from *The Mill on the Floss*. Its poetry is hardly up to the mark.

We know not why the last volume, *Within the Gates*, begins with a prose version of Leigh Hunt's *King Robert of Sicily*, nor why it should end with an abbreviation of George Sand's *Consuelo*—a fine novel, but not easily intelligible apart from the context. Evelyn's *Great Fire of London*, Kingsley's *Westward Ho!* and Charles Reade's *Cloister and the Hearth* are much better adapted for extracts. But the young reader should be told who is the hero of Reade's masterpiece. This volume, too, is abundantly illustrated by Gordon Browne.

Our Debt to France. An Address to the Sydney University Union on Friday, September 24, 1915, by the Hon. W. A. HOLMAN, M.L.A., Premier of New South Wales. (Sydney: William Applegate Gullick, Government Printer.)

No apology is needed for drawing the attention of readers in the mother country to this eloquent and suggestive address, which was delivered at Sydney in September last by the Hon. W. A. Holman, Premier of New South Wales and leader of the Labour party in that colony. All Englishmen are profoundly sensible of the immeasurable debt of gratitude under which France has laid them and the world by her heroic resistance to the common enemy. But Mr. Holman intends, by the title of his address, something more than this. His main thesis is that in the revolt now in progress against what he calls the pretence or superstition of German superiority—not merely in military and political affairs, but in all departments of human activity and thought—the leadership in the movement of liberation has rested almost wholly with France. It has become a commonplace in this country to say that France has lately "found her soul again." The chief interest of Mr. Holman's discourse lies in his reasoned exposition of what this means and how it has come about. He begins with a vivid description, based upon personal experience, of the feeling with regard to Germany universally prevalent in England in the early eighties of the last century—he was himself born in London, and went out to Australia in 1888—a feeling of the overwhelming supremacy of the German intellect, as manifested in arms and in diplomacy, in philosophy, in science, and in every branch of learned and systematic inquiry. This impression was to a large extent due to "the enormous moral and material effect of the great German victories of 1864, 1866, and 1870," and it was believed that Germany "was successful because her thinking was so accurate and profound." Thomas Carlyle, with his worship of force and of material success, used his unequalled influence to impose this estimate of Germany and things German upon his fellow-countrymen. We were not aware, however, that Carlyle ever went so far as to say that "there was no philosophy to be found anywhere outside the German Universities." Germany's success in war no doubt contributed powerfully to the prestige of the nation generally, but it would be a mistake, we think, to make too much of her military prowess as a cause of the belief in her intellectual pre-eminence. That pre-eminence in many things was unquestionable, and had been achieved before the Bismarckian era. So long ago as 1867, J. R. Seeley, speaking, one may suppose, in a strain of humorous exaggeration, said that, "as a

rule, good books are in German." Most people would probably admit that there was some truth in such a statement with regard to German literature and learning in the first sixty or seventy years of the nineteenth century.

In the latter part of his lecture Mr. Holman traces the steps by which the "spiritual supremacy" of France has in recent times been asserted or recovered. Summing up "the intellectual history of France during the nineteenth century," he shows how, at the beginning of that century, there was "a brilliant scientific period . . . when some of the giants of the European scientific world were to be found in Paris"; how there followed an interval of comparative barrenness, coincident with the period of the Second Empire, during which, "with the exception of the one great and unrivalled name of Pasteur, there was no one Frenchman whom one would describe as in the front rank of the scientific world"; and how, "from the later eighties onwards," there has been in France a wonderful intellectual revival, producing a succession of eminent mathematicians, physicists, chemists, and biologists, whose methods of investigation have been marked by a spirit of independence and originality peculiarly their own. In the sphere of abstract philosophy, M. Bergson, even if he does not lead his readers to "any very definite or satisfying conclusions," at least deserves honour for his resolute "determination to face every problem from a new point of view."

In his concluding pages, Mr. Holman, speaking of the present War, mentions two interesting facts which are not, we fancy, generally known—first, that the introduction into the French Army of "the celebrated quick-firing gun, which has been so extraordinarily an important factor in the War," was due to Colonel Picquart, who reorganized the French artillery when Minister of War; and, secondly, that, by studying Napoleon's strategy, the French staff of the present day discovered a new "method of manœuvring," which has been put in practice against Germany, and has proved highly successful.

Report of the Commissioner of Education for the Year ended June 30, 1914. 2 vols. (Bureau of Education, U.S.A.)

We have nothing in this country that quite corresponds to this book. The second volume resembles, to some extent, certain of our Blue books: it is taken up exclusively with statistics, and is almost entirely concerned with the domestic educational matters of the United States. The first volume, however, has a much wider range, and practically covers the educational affairs of the world. The articles are of a general character, and correspond in a way to the special reports that our Board of Education used to issue in happier days. There is this difference, however, that they are shorter, and have further been all written in such a way as to have a certain bearing on educational problems as they occur under American conditions. Most of the articles in this issue are of the usual kind, dealing with education as found in the various quarters of the globe. But several have a topical interest in view of recent happenings in the States. For example, there is an article on School Surveys. One who is familiar with the American educational journals of late is well aware that there has been an epidemic in the past year or two of these surveys, and that much heart searching has arisen in consequence. A survey is the work of a commission appointed to look into the educational affairs of a district. The first commission of this kind was appointed in Chicago in 1897, but the first State Commission is that appointed by Massachusetts in 1905. Nearly thirty such State surveys are summarily dealt with quite satisfactorily, but any one who knows the States will feel that all has not been said here about the working of this system. It is rather startling to English readers to find a chapter in a government publication devoted to Educational Associations. This does for the States what the Annual Conference-week Report tries to do for our English Associations, though of course the American notices are necessarily much briefer. There is a particularly interesting chapter on Progress in Vocational Education. The Montessori Movement in America gets a chapter to itself. Here as usual the Montessorians are fortunate in getting an enthusiastic recorder. The chapter on the Trend of Civic Education is suggestive, though it would not make popular reading in certain administrative quarters here. The chapter on the wider use of school plant would tend to mollify our reactionary authorities, but we would not advise them to go on to the chapter on Libraries; it might be bad for their hearts to read what ought to be done in this direction. All who are interested in

education ought to be grateful to the Commissioner and his contributors, and to the United States Government for the generosity with which it distributes its valuable publications.

Annual Report of the Smithsonian Institution for 1914.
(Washington: Government Printing Office.)

The Smithsonian Institution was established by Congress some seventy years ago, and one of its fundamental objects is "the increase of knowledge" interpreted in a wide sense. To illustrate this it may be mentioned that provision is made by the Institution for a system of meteorological observations for solving the problems of American storms; for exploration in descriptive natural history; and for geological, mathematical, and topographical surveys; for the solution of experimental problems, and the publication of the results; for statistical inquiries on physical, moral, and political subjects; and for historical and ethnological research. The work carried out under its auspices has been and is of the greatest value. It is interesting at the present time to note that the third Secretary of the Institution, the late Prof. Langley, whose name is so well known in connexion with his researches on the sun, was the first man to design and build a model aeroplane which could be successfully propelled by its own power, and this was as long ago as 1896. Two years later the construction of a larger man-carrying machine was begun, but it was not completed until 1903, and then, unfortunately, it was badly damaged in the act of being launched. Owing to lack of further financial aid, Langley was unable to proceed with his work, and he died four years later. In 1914 Mr. Curtis suggested that he would like to try this 1903 plane, and it was therefore repaired, provided with floats, and successful flights were carried out by Mr. Curtis as pilot over Lake Keuka. A most interesting article, illustrated with a number of photographs of the Langley aeroplane in flight, gives an account of this pioneer machine and its behaviour under test. In addition to the reports on the activities of the various sections of the Institution there is a valuable collection of papers covering a wide range of subjects, and providing the reader with the results of recent investigations in many directions. Many of these papers are beautifully illustrated, and the whole volume is full of interest.

The Carthaginian. By FRANK TAYLOR. (2s. 6d. net. Murray.)

There is an honest and fine spirit in Mr. Taylor's verse that, perhaps, strikes the reader more than any very marked dramatic gift or originality of metre. The play is concerned with Hannibal's closing years and his death in the kingdom of Bithynia. It is a fine theme, and the play is finely conceived; yet there is a bareness about it that gives one a sense that far more complexity should have gone to make up the final simplicity, if the figures are to live and move for us, and stir us deeply. Very occasionally, from a lack of skill in handling and sureness of touch, a tragic scene borders on comedy—e.g. when the Princess Lysandra retires into the house to give Hannibal time to drink the poison, and comes back with his armour for him to put on, the incident induces a smile when we should be at our gravest. Perhaps one of the most dramatic touches, though but slight, comes near the opening, when the old King asks Lysandra, anxiously, of his young son:

"But where is Prusias?"

Lysandra. "Chained to the soldier, hanging on his lips.
Thou knowest Prusias?"

We choose one passage to quote from the play—not that it is the best that could be picked from the book, but because it is typical and because some of the lines are curiously applicable to the present moment, though Mr. Taylor died in 1913. It is Lysandra speaking to those who wish the downfall of Hannibal:

"Though we be so small a state,
Nay, but because we are so small a state,
We are more jealous of our honour than
The proudest Empire; for when little states,
Which always are supposed to bow to fear,
Yield but one point of honour, they yield all.
Give Rome to-day thy captain of the host,
Give Rome to-day the guest who trusts thy faith,
To-morrow Rome will send to fetch thy Crown.
His doom will be the doom of thee and thine,
His shame will be thy shame, his agony
Thy people's; for the grave of Hannibal
Will be Bithynia's grave, and for them twain
This one, eternal epilogue will stand—
'So small a State betrayed so great a man.'"

Gods and Heroes; or, Greek Fairy Tales. By P. C. SANDS.
(Gill.)

This little book will serve very well for a children's first reading book in the mythology of Greece and Rome. We think, however, that some of the illustrations need a few words of explanation—e.g. there is a reconstruction of the "Temples and Statues on the Acro-

polis," which is described simply as "Photo. W. A. Mansell & Co." The little drawings signed "E. F." are not good enough; in fact, the travesty of Pan, on page 31, nearly made us condemn the book unread.

Le Livre Bleu. Par E. MAGÉE. (2s. Blackie.)

This volume forms the supplement to that excellent First French Book *Le Livre Rouge*, and carries the beginner by means of conversations and adapted anecdotes in French to the end of the regular conjugations. The pupil is left to form rules for himself, and these are stated, or rather indicated, in a few pregnant words. There is no attempt in the text to indicate pronunciation, and this is left entirely to the teacher. Otherwise the method is wholly modern. The pictures, evidently by various artists, differ greatly in quality. The frontispiece of the Tommy in France receiving a lesson in French pronunciation from three young professors is first-rate, and so is that of Marshal Saxe and the blacksmith; but with the infants and the counterpane on page 52 and the farm (page 88) something has gone wrong in the process of reproduction, and in none of the three is there any flavour of the soil.

Ce que disent les livres. By EMILE FAGUET. Edited by H. N. ADAIR. (Cambridge University Press.)

M. Faguet's mind is typically French, clear, logical, and eminently sane. At the same time he has a fine literary taste. If boys and girls are to read *about* books instead of reading the books themselves they can hardly do better than study these eight extracts from his lectures. The professor's method is to take a small portion of a great writer's work, or simply a passage from it, and examine it in detail, so as to discover its spirit, get the full meaning from its language, or show how it is an example of the writer's art. Mr. Adair is quite justified in claiming that the volume is an admirable example of the *lecture explicative*. Exercises, which include questions on or connected with the subject-matter as well as questions in grammar and passages for translation into French, are appended. The former set are intended to stimulate thought rather than demand reproduction. The editing is done on Direct Method lines, but there is a French-English vocabulary.

"Marlborough's Self-taught Series."—*Russian Self Taught.* By C. A. THIMM and J. MARSHALL, M.A. Fifth Edition, revised. (2s. Marlborough.)

This little work contains a most useful vocabulary of all the words likely to be of use to the student in his daily life. The pronunciation of each Russian word, according to the idea of the authors, is set down opposite the column containing the Russian. But this scheme of pronunciation should be revised in a future edition, for it seems faulty in several respects. Why should the sound of *a* in "father" be represented, as it is in this scheme, by *ar*, especially when we are told that the *r* sound is trilled? Then the sound of the Russian symbol for *ui* is represented by *wi* as in "wisdom." As a matter of fact, this sound is an intermediate one between "boil" and "bile," and should be learned from a native Russian, but its difficulty should not be ignored. Then the Russian *e* should be represented in English by *ye*: *Molniya* ("lightning") is faced by *mōlnstetyah*, which seems incomprehensible. *Syēver*, "the North," is said to be pronounced as *say'vehr*. The *y* sound should be inserted before *v*. The dialogues will be found useful, and are well chosen.

Stories from German History, from Ancient Times to the Year 1648. By FLORENCE ASTON. (Harrap.)

This book provides very pleasant reading for young people, and would be a good introduction to the more formal study of European history. We like especially the story of the first Rudolph of Habsburg and the account of Martin Luther, including his delightful promise of heaven to his little dog: "Fear not, Hānslein; thou, too, shalt have a little golden tail." There are an index of names and 17 full-page illustrations. The book would make a welcome present or school prize.

Letters from High Altitudes. By Lord DUFFERIN. With an Introduction by R. W. MACAN, D.Lit., and Notes by F. A. CAVENAGH. (2s. 6d. Oxford University Press.)

This is a reprint from the *World's Classics*, with the addition of notes, which seem intended for use in schools, and explain the allusions that ran so readily from the writer's pen. The added matter seems scarcely worth the added eighteen-pence of price, though any reprint of such a delightful book of travel is welcome.

The Cathedrals of Great Britain: their History and Architecture. By P. H. DITCHFIELD, M.A., F.S.A., &c. With Numerous Illustrations. New and Revised Edition. (5s. Dent.)

We heartily welcome this new edition of a most useful book. The author, the Rev. P. H. Ditchfield, has enlarged it by including the cathedral churches of bishoprics founded since the publication of the last edition, and has revised it by taking note of all im-

portant works of repair and adornment, and of any new light thrown on the history of the church he describes. For the benefit of those who are not yet acquainted with his book, it may be well to state that, after a brief general sketch of English church architecture, he treats separately each cathedral church, along with the collegiate church of Westminster and Beverley Minster, beginning with a sketch of its history, and then taking the reader, as a guide might take a visitor, first round the exterior, and then through the interior, of the building, ending with lists of its dimensions and principal building dates. In these days when we are debarred from foreign travel, it is well to remember that a holiday may be spent pleasantly in visiting some of our own noble cathedrals, and it will be spent profitably if we take Mr. Ditchfield's book with us and use it. In a small space it contains a vast amount of valuable matter, and its handy size renders it especially acceptable as a travelling companion. One note we may perhaps add to his account of Gloucester Cathedral. He speaks of "the carrels and studies of the monks" in the cloisters, and his explanation in that place is perfectly correct, but we may observe that "carrel," or "karol," has a wider signification, and means any small place in a church, enclosed with a partition or screen. It occurs sometimes in the descriptions of other than monastic buildings. The book is well furnished with plans and other illustrations, both useful and ornamental.

Elementary Geometry. Vol. II. By W. E. PATERSON, M.A., B.Sc., and E. O. TAYLOR, B.A., B.Sc. (1s. 8d. Clarendon Press.)

Those who are already acquainted with the first volume of this little work on elementary geometry will welcome the appearance of its successor. The latter deals with the geometry of the Circle and of Similar Figures in an interesting and attractive manner, and, in the hands of an able teacher, the course laid down should provide the necessary material for a valuable training in the subjects to be studied. The complete work covers the ground limited by Stage III of the recommendations of the Board of Education Circular 711. The discussion of the segments of a line on page 180 would bear revision, and the pupil would gain by an introduction at this point to the fundamental principle of *sense* in the measurement of lines and other geometrical quantities.

Mathematical Papers. For admission into the Royal Military Academy and the Royal Military College. Edited by R. M. MILNE, M.A., Assistant Master Royal Naval College, Dartmouth, late Instructor in Mathematics at the Royal Military Academy, Woolwich. (6s. Macmillan.)

The compilation is certain to be one of great value to candidates for the Army entrance examinations, more especially as it is issued not only as a single volume of question papers (1906-15) but also in pamphlet form in connexion with the July 1914 and subsequent examinations. Except in the case of the first, each pamphlet contains the questions for two successive competitive examinations, and is to be obtained for 1s. net. The answers to the questions are given. Mr. Milne is to be congratulated on having conceived so useful a plan as that of collecting and publishing this series of question papers with the results of the problems set.

Marlborough and other Poems. By CHARLES HAMILTON SORLEY. (3s. 6d. net. Cambridge University Press.)

This is, in some respects, an ideal biography published within a few months of the author's death, and "without flowers." As such it will appeal to Old Marlburians and to a wider circle. A single paragraph gives the biography. A son of the Cambridge professor, he entered Marlborough in his fourteenth year, whence he gained, in December 1913, a scholarship at University College, Oxford. After leaving school he spent six months in Germany, returning home on the outbreak of war. In August 1914 he was gazetted Second Lieutenant in the 7th (Service) Battalion of the Suffolk Regiment, and was promoted to a captaincy in the following August. On October 13, 1915, he was killed in action on the Western Front. The poems, some sixty-six in number, are given in chronological order, many reprinted from the *Marlburian* exactly as they stood. They are rough and jingling, but they ring true. He loved the old school, he remembered his *Odyssey* in the trenches, and, above all, he remembered the Wiltshire Downs and Barbury Camp, "was at his happiest in shorts, and got not many good reports." It is an honest face, with clear eyes and resolute chin that looks out at us from the frontispiece.

The Cambridge Book of Poetry for Children. Edited by KENNETH GRAHAME. In Two Parts. (Each 1s. net. Cambridge University Press.)

To many children, and to most lovers of children, Mr. Kenneth Grahame is known as the author of *The Golden Age*, but in his child's anthology, he has attempted a higher flight. There is, perhaps the best of all, William Allingham's *Child's Garland*, an anthology by a poet, and those two volumes by a lover of children,

Mary Woods. But Mr. Grahame is nothing if not original, and in his first volume he gives us a selection ranging from nursery jingles like "Matthew, Mark, Luke, and John" (in a version new to us) up to Macaulay's *Horatius*, which is given entire. Herrick, Blake, and W. B. Rands have four poems each, and of the remaining authors nearly one half are unfamiliar. The second part follows more conventional lines. We have in extracts such adult poems as Wordsworth's great ode, Keats's "Ode to Autumn," Shelley's "Skylark," and his "Ode to the West Wind." We cannot help thinking that either too much or too little is explained. The child will resent finding interspersed remarks intended for the teacher, and the child who needs to be told that a "buccaneer" is a pirate is not likely to know the meaning of "anomes and clari-golds." To one who has not read his Browning, the extract from *How it Strikes a Contemporary*, entitled "The Soldier Relieved," will be barely intelligible. We are far from maintaining that all poems intended for children should lie within their comprehension or be explained. We remember too well how much that charmed us in childish days simply by its melody and mystic force of words came back in riper age with double power when the full meaning was grasped. But we hold none the less that the bulk of poetry intended for children should bear its meaning on the face of it, and that the ballad or simple lyrical romance is the kind of poetry that appeals to most children. The great odes of Shelley and Keats are not for them.

The Elder Brother. By JOHN FLETCHER. Edited by W. H. DRAPER. (Cambridge University Press.)

Fletcher's comedy is reprinted for the benefit of masters who are tired of Bottom the Weaver, Tony Lumpkin, and Bob Acres on speech-day platforms. The play is not strikingly dramatic; indeed there is not one really good scene, but there are life and character. The two best personages are the middle-aged man, Lewis, and his brother Miramont. The former is a fine old John Bull in his contempt for learning. The editor thinks that it may be some recommendation to the play that the scene is laid in France, but as a matter of fact the tone is purely English, and the only notes of local colour are the references to the Universities of Paris and Louvain, with one mention of the vine. To schoolmasters it ought to be a much greater recommendation that it is the scholar who gets the girl, but, we are bound to add, he has to transform himself into a fighting man to do it. The book is excellently printed, and adorned with Fletcher's portrait and his father's coat-of-arms.

Keats: Odes, Lyrics, and Sonnets. Edited by M. (ROBERTSON) HILLS. (3s. 6d. Clarendon Press.)

The elucidations of Keats required by Greekless boys and girls are supplied in a simple form in this edition. The notes give also many references to Keats's life and letters. The selection is good, except for the inclusion of the two inferior sonnets, the *Nile* and the *Human Seasons*. Some of the editor's criticisms ought to excite discussion rather than secure immediate assent in the classroom. Here are four questions: Was Shakespeare ever the greatest influence in Keats's poetic life? Is the picture of Bacchus in the *Ode to Sorrow* merely a translation into words of Titian's "Bacchus and Ariadne"? Does the *Ode to Autumn* in any sense "reconcile the principle of life and beauty"? Did Keats "attain to the serenity which he had been seeking," or is the ode only the product of a mood? There is an unfortunate misprint in the song *In a Dream-nighted December*, ever being put in the last line for *never*. In the preceding line our editor has *steel*, a word which has frequently been oddly misprinted *steal*. The sonnet, *O that a week could be an age*, she holds, probably rightly, was addressed to James Rice.

Lyrical Forms in English. By NORMAN HEPPLE. Second Edition. (2s. 6d. net.) (1) *Selections from Keats*; (2) *Selections from Shelley*. By A. H. THOMPSON, M.A., F.S.A. (Each 2s. net. Cambridge University Press.)

Mr. Hepple's volume is dedicated to his sixth form pupils, past and present, whilst Mr. Thompson sets out to provide for the needs of "the student"; but Mr. Hepple's work is the more scholarly. We cannot agree with him that "every poem in the collection is of the highest quality," and we think some of his remarks need amplification before they can be accepted. But the collection is of a high order, and it and the prefaces should be of the greatest help in making the school study of literature alive and stimulating. We welcome this second edition.

We cannot feel that the Shelley and Keats volumes ought to be welcome to students. The student ought not to have selected passages of *Hyperion* to read. Even the most general reader might have been given the opening of the poem, instead of being plunged into it at line 72, and having twelve of the opening lines quoted in the notes. Nor have the introduction or notes grip enough to be more than pleasantly suggestive. To take two points only in the

(Continued on page 362.)

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Keats volume. The significance of the *Odes* as a stage in the development of Keats's whole philosophy and outlook upon life is not hinted at, nor, again, the equal significance of *The Fall of Hyperion*. This latter is merely mentioned, along with *Cap and Bells*, as showing melancholy evidence of declining strength. It seems strange in the Shelley volume to include Archy's song from *Charles I* when so much that is characteristic and beautiful is omitted. All these books are excellently got up—the binding is good, the pages pleasant to eye and touch. But why is Keats's *Bright Star* cut in two, the first four lines appearing on one page, the rest on a page otherwise blank?

Six Plays by Contemporaries of Shakespeare. Edited by C. B. WHEELER. (1s. net. Humphrey Milford.)

Dekker's *Shoemaker's Holiday*, Webster's *The White Devil*, Massinger's *A New Way to Pay Old Debts*, and *The Knight of the Burning Pestle* and *Philaster* by Beaumont and Fletcher make up a welcome volume in "The World's Classics" series. The editor has chosen well, and confined his notes to explanations of obsolete words given at the foot of the page.

SCIENCE.

Qualitative and Volumetric Analysis. By W. M. HOOTON. (3s. net. Arnold.)

This book covers the usual course in analysis which is worked through for an Intermediate Examination in Science or for scholarship purposes. A few useful hints are provided for the detection of acid radicals in mixtures where ordinary methods are likely to fail—as, for example, when a carbonate and a sulphite or a nitrate and a bromide occur together. The reactions of some of the rarer metallic ions and less common acid radicals, together with tests for some commonly occurring organic acids, are also given. We have noticed a few misprints, such as "ammomium" on page 1, and "26 c.c." on page 10 should obviously be 25 c.c. We can recommend the book as a useful and reliable laboratory companion.

The Moon considered as Planet, a World, and a Satellite. By J. NASMYTH and J. CARPENTER. (2s. 6d. net. Murray.)

The moon is always a fascinating object of study, particularly because its relative nearness to the earth enables one to examine its surface features with an ease and certainty offered by no other celestial body. This new edition of an old and famous book is a marvellous production for half a crown. It consists of more than three hundred pages of beautifully printed letterpress and an abundance of splendid whole-page plates. It is written in a pleasant and flowing style, and is well adapted to meet the requirements of the reader who may not be equipped with much scientific knowledge. For the sake of accuracy the use of the word "force" where "energy" is plainly meant should have been avoided (Chapter II). We strongly recommend the book to all who are interested in astronomy. A copy should be found in every school library.

A Treatise on Electricity. By F. B. PIDDUCK. (14s. net. Cambridge University Press.)

In this work the author has succeeded very happily in combining the mathematical and experimental sides of the subject, and, by assuming that the student already possesses a good working knowledge of the elements of electricity, he has been able to devote more space to recent developments along various lines of inquiry. It is very definitely a book for senior students, to whom it should be of great value, for it contains much information relative to recent work which is not easily to be found in collected form. The book opens with a short mathematical introduction, and then proceeds to deal with permanent magnetism, electrostatics, electric currents and their magnetic effects, thermoelectricity, induced magnetism, and induction of currents. The remaining half of the volume is given up to the consideration of special subjects—viz. applied electricity, electrolysis, electric oscillations, conduction of electricity through gases, radioactivity, and the theory of electrons. The printing and diagrams are both excellent, and the book can be strongly recommended for advanced students.

Electrical Apparatus Making for Beginners. By A. V. BALLHATCHET. (2s. net. Percival Marshall.)

Amateur mechanics who wish to make for themselves a variety of simple electrical instruments, such as cells, galvanometers, bells, motors, telephones, and induction coils, cannot do better than get this book and follow out its instructions, which represent the actual experiences of the author. The methods adopted entail the use of only the most readily obtained materials, a minimum of tools, and manual skill which any handy person will possess or soon acquire. The text is clearly worded and well printed and illustrated. On page 139 it would be better to suggest that a brass object, rather than an iron key, should be selected as the article to be electrocoppered. On page 145 we notice that the ampere is stated to be the unit of quantity; it is the unit of current.

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MECHANICAL ENGINEERING,
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Dyeing, Printing, Papermaking, Brewing, and
Metallurgy),
THE TEXTILE INDUSTRIES,
PRINTING AND PHOTOGRAPHIC TECH-
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Posts Vacant and Wanted can be received up
to July 25th (first post).

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Calendar with particulars of Scholarships, Aca-
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(Telephone: Victoria 981.)

NOTICE IS HEREBY GIVEN

that the EIGHTH ANNUAL MEETING
and CONFERENCE of the Secondary Schools
Association will be held at CAXTON HALL, WEST-
MINSTER, S.W., in Room No. 18 on Wednesday,
July 12th, at 2 o'clock p.m. Two short papers will be
read: (1) "Scientific Habits and Knowledge" by
F. BEAMES, Esq., B.Sc., Senior Science Master at
Bristol Grammar School, (2) "Scientific Method of
Education," by S. E. BROWN, Esq., M.A., Head
Master of the Liverpool Collegiate School. A
discussion on these papers will take place.

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THE FROEBEL SOCIETY.

SUMMER SCHOOL,

August 2nd to August 23rd, 1916,

AT

WESTFIELD COLLEGE, HAMPSTEAD, N.W.

SUBJECTS:—Some Leaders in Education; The Teaching of History; Stories and Story-Telling; Handwork; Chalk and Brush Drawing; Nature Study; Domestic Handicrafts, including Household Repairs, &c., hitherto done by men; Games and Country Dances; Eurhythmics.

LADY SUPERINTENDENT: Miss L. JAMES, B.A.

Lecturers:—Miss MAYNARD, late Principal of Westfield College (*Opening Address*); Professor FOSTER WATSON; Miss BERRYMAN; Miss ELIZABETH CLARK; Miss SALT; Miss COLE; Miss WELCH; Miss LULHAM; Miss HENRY; Miss PEACOCK; Miss DAISY CLARK-KOETGEN.

This year a few grants towards expenses will be given by the Council of the Froebel Society; early applications should be made.

Particulars may be obtained from the SECRETARY, 4 Bloomsbury Square, W.C.

Educational Handwork Association.

President—The Right Hon. A. H. D. ACLAND.
Secretary—Mr. J. SPITTLE, 16 Cambridge Road, Huddersfield.
Annual Subscription, 2s. 6d. Journal post free to Members.

SUMMER SCHOOLS

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Demonstrations of DALCROZE EURHYTHMICS

will be given on
Saturday morning, July 22nd, in London,
and on Monday afternoon, July 31st,
in the Shakespeare Memorial Theatre,
Stratford-on-Avon.

For Further particulars apply to—
THE LONDON SCHOOL OF DALCROZE EURHYTHMICS,
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Telephone: Museum 2294.

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Handwork, Nature Study, Psychology, Teaching of School Subjects, Needlecraft.
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UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

EIGHTH ANNUAL SUMMER SCHOOL, AUGUST, 1916.

Director: Professor C. R. CHAPPLE, M.A. (Lond.),
Professor of Education, University College of Wales.

THE SUMMER SCHOOL will be

held for **three weeks** from July 31st to August 19th, at the College. Classes will be held in the following groups of subjects:—GEOGRAPHY and CIVICS: Local and General Practical Geography, Civics and Moral Instruction; RURAL SCIENCE: Agriculture, and Agricultural Chemistry (elementary and advanced), School Horticulture, Land Surveying, Book-keeping; ART and MANUAL SUBJECTS: Primary Drawing, Brush Drawing, Wood Carving, Clay Modelling, Bookbinding, Woodwork, Educational Handwork for the Standards, Kindergarten, Needlework, Dress-making; PRINCIPLES OF TEACHING: Pedagogy of Handwork, Experimental Pedagogy, School-room Problems; COMMERCIAL SUBJECTS: Commercial Correspondence and Office Routine, Book-keeping.

For prospectus and forms of application, apply to the REGISTRAR of the College.

FOR particulars of the
Summer School of the
Association of Teachers of
Speech Training,

under the direction of

MISS ELSIE FOGERTY,

see the general advertisement of the Association on page 368.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, *The Journal of Education* fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

SCHOLARSHIPS, FELLOWSHIPS, and BURSARIES.

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TWELVE ENTRANCE SCHOLARSHIPS, from £30 to £60 a year, and several Bursaries of not more than £30, tenable for three years, will be offered for Competition, in June 1917.

For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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A SCHOLARSHIP of £50 a year for three years given by the Goldsmiths' Company, two Scholarships of £50 a year given by the Drapers' Company and other Scholarships of from £25 to £50 a year will be offered for competition at an Examination to be held in May, 1917.

Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1916, and to read for a Degree in Arts or Science, to be approved by the Council.

For Calendar and further particulars apply to the PRINCIPAL, Westfield College, Finchley Road, London, N.W.

CHERWELL HALL, OXFORD.

See general advertisement on page 366.

NORTHAMPTON POLYTECHNIC INSTITUTE.

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SCHOLARSHIPS IN ENGINEERING AND IN TECHNICAL OPTICS.

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For particulars apply to the SECRETARY.

ASHBURN HALL, FALLOWFIELD. HALL OF RESIDENCE FOR WOMEN STUDENTS.

For particulars of Scholarships see general advertisement on page 367.

OXFORD UNIVERSITY DIPLOMA IN EDUCATION.

SCHOLARSHIPS FOR WOMEN STUDENTS.

THE Council of the Girls' Public Day School Trust offer **TWO SCHOLARSHIPS** for the year 1916-17 to Women Students in need of assistance, to enable them to take the Oxford Training Course. Application should be made in writing, not later than July 6th, to Miss HAIG BROWN, Oxford High School, Banbury Road, Oxford.

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Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

EXAMINATIONS held for Swedish Gymnastic Teachers' Diploma.

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OCCASIONAL NOTES.

WE can add nothing to the splendid tribute paid to our lost leader by Lord Derby in the House of Lords and by Mr. Asquith in the Commons. Mr. Asquith, after two years of daily intercourse, spoke of him as a great and dominating personality—great even more as an administrator in Egypt and at home than as a soldier in the Soudan and South Africa. "Few men that I have known had less reason to shrink from submitting their lives to the pure eyes and perfect witness of all-judging Jove." No great man has ever less courted popularity or shown more indifference to the "broad rumour" of party politicians, and it was with a modest diffidence that he accepted his last great office of State. Like Wellington, he had his faults and foibles, but they are now forgotten. He had few intimate friends, but these clung to him through good and through evil report.

Lofty designs must close in like effects:

Loftily lying,

Leave him—still loftier than the world suspects,
Living and dying.

KITCHENER'S death makes us cast our eyes over the twenty-two months of War and take stock of what we have done. The first feeling is a sense of the steadfast courage and unselfish devotion of our Ministers and leaders, the second a sense of the abounding patriotism and spirit of sacrifice that has been shown, both at home and even more in our colonies and dependencies. Make what allowance you will for other motives—love

The Lesson of
the War.

of adventure, desire to escape from a dull sedentary life, and so forth—the enlistment of five millions of men still remains a response to the call of duty such as the world has never seen on such a scale. For the response, it must always be remembered, was made by nations the invasion of whose soil was only a remote possibility. This fact argues surely a high degree of intelligence, as well as of national sentiment. One can hardly imagine an uneducated England springing to arms because Belgium was attacked. The efforts of France in 1792, of Prussia in 1813, of America in 1860–5, are comparable to ours, but in these cases the country itself had to be saved from a foreign or internal enemy. How unnecessary seems the demand that we should teach patriotism in the schools—at least, patriotism in the narrow sense of readiness to fight! If Nature can do as well as this, had we not better leave it to Nature? There seems little need to stimulate the fighting spirit. Rather it is the spirit of foresight, of plain living and high thinking that needs fostering.

A REVIEW of Kitchener's life raises once more the question why the great public schools have produced so little first-rate military capacity, seeing that the classes from which their boys are drawn had for many generations a virtual monopoly of the Army. A glance at the roll of soldiers who have won most distinction in the field since the beginning of the nineteenth century gives remarkable results. Moore was educated abroad from the age of ten. Wellington, it is true, was for a short time at Eton, but most of his training was gained at military schools on the continent. His most capable subordinates, Beresford, Hill, Graham, Cranford, and Cotton were educated privately, or at small schools, though the last named was at Westminster for a short time, but, be it noted, as a day-boy. Of the men of the Mutiny, Havelock was at Charterhouse, but Outram and Colin Campbell were educated in Scotland and Nicholson in Ireland. None of the Napiers was a public-school man. Of recent and contemporary army leaders, Roberts was an Etonian, but Wolseley was brought up in Ireland. Lord French entered the Navy at an early age, and Kitchener was educated partly by private tutors and partly at Geneva. It would thus appear that the only genuine public-school men who have reached the first rank as commanders during the last century and a quarter are Havelock and Roberts. The fact is the more curious because the public schools may fairly boast that they have furnished our forces with the most competent of their subalterns. It may possibly be said that formerly boys entered the Army so early that the schools had no real chance to fashion them. The existence of Addiscombe and Haileybury, too, must not be forgotten. If such be the explanation, it will be the more interesting to see who comes to the front in this War. Clifton can claim Sir Douglas Haig and General Birdwood; Smith Dorrien is a Harrovian, and Ian Hamilton was at Wellington College.

THE scientists have had a good innings; the business men have through the Associated Chamber of Commerce formulated their demand that all education should be subordinated to the production of competent employes. The classicists too have had a say, but the Humanists as a whole have so far been dumb dogs. We are glad to hear

The Defence of
the Humanities.

that there is some prospect of this silence being broken. The Historical Association set the ball rolling, and an important conference of representatives of various associations has revealed a general unanimity of view. It is time the public was reminded that the business of the schools is the training of boys and girls for life, not merely for the workshop or the counting-house. No hostility to science was shown and the need for more of it was freely recognized. We hope the movement will take definite form, and not be content with a mere waving of the humanistic flag. What is wanted is a concordat between the scientist and the humanist, on the nature and the amount of their diverse studies which ought to be included in the varied curricula of our schools.

THE Conference of Head Mistresses that met this year at Wycombe Abbey was exceptional, and, delightful as it was if regarded as a summer gathering of

Dr. Barnes on
Careers
for Women.

distinguished teachers, we cannot help contrasting it with last year's meeting at Walthamstow, and expressing a hope that it will not be taken as a precedent.

The Master of the Temple was invited to give the opening address, and, as far as we have observed, his paper was the only part of the proceedings that the daily and weekly press have deigned to notice. As is natural, he spoke of the women he had known, not of schoolgirls, whom he had neither taught nor examined, but he emphasized one aspect of women's education that High-school mistresses have not yet fully laid to heart. High schools were a late development, and they were naturally modelled in the first instance on secondary schools for boys. While boldly denouncing any artificial barriers to the careers of women in any of the learned professions, he held that their chief vocation is, and in spite of the War must still be, motherhood, and that their training must so far differ from that of men. We would he had gone a step further and advocated such changes in the conditions on which degrees are conferred by his own University and Oxford as would encourage this differentiation. For the rest the address seemed adapted rather for a Church Congress than a gathering of undenominational teachers. He spoke as if all his hearers were Churchwomen, and first among the professions to be opened to women he put that of Deaconess—a new order of service to be established in every large urban parish, with a vocation, status, and stipend as definite as that of the vicar. By whom these should be appointed and paid he did not discuss. Further, he held that there was, and would be increasingly, by reason of the War, an excess of trained women teachers. Scholastic agencies tell another story, and the evidence from the United States, which offers the nearest analogy to England, is all the other way.

IN his article in the *Nineteenth Century* Mr. A. C. Benson gives expression once more to the ideas on education which have been long associated with his name. Our curriculum needs revising to suit modern needs; the theory that boys who learn Latin and Greek at school can easily pick up a knowledge of modern life afterwards has broken down. Education has been too much sacrificed to the culture of a few specialists, "an aristocratic ideal little fitted for democratic times." The basis of the new curriculum must be English, at least one modern language, geography, history, science, ele-

Mr. A. C. Benson
on Education.

mentary mathematics, and Scripture. His suggestion of teaching science by means of "popular lectures illustrated by experiments" attracts us as little as does any method in which the teacher says and the pupils hear the lesson. To geography he would give a very high place. He desires to see it develop into a study of the industries and commerce of the world—something about iron foundries, printing presses, steam ploughs, shipyards, and so forth. Of a knowledge of the social and political conditions of nations, however, he says nothing. He thinks we devote ourselves too exclusively to cultivating clearness and exactness of thought, and think too little of fostering imagination and the acquirement of knowledge. Mr. Benson's views are large and liberal, but there is a certain suggestion of flabbiness about his new model.

MR. BENSON'S weakness as a prophet lies in the narrowness of his experience. He has known, as boy and master, one school only, and that a school which has always had a reputation for efficiently teaching none but its clever boys. He is, in fact, the victim of a peculiarly vicious system of pedagogical inbreeding. The result of this narrowness is shown in his remarks in the *Nineteenth Century* on history as a school study. He is rather pessimistic about its possibilities. As a boy he was compelled to read Freeman's *General Sketch*, certainly a very bad beginning. As a master he tried many experiments, but apparently was not very well satisfied with the results of any of them. The most his boys got, he thinks, was "some comprehension of the drift of affairs," "an inkling of the growth of political movements." The only thing in which boys are interested are the biographies of great men, but in real history economics and social conditions play the largest part. His statement may be true of the Eton boy, who naturally cares little about the annals of the poor; it certainly is not true of all boys and girls. Teachers with the requisite knowledge and power of exposition find it easy to interest children in the Manor System, the Peasant Revolt, the Life of Monasteries, and the Industrial Revolution. Again, history teaching may well begin with romance, but it need not end there. You may start with Frederick and end with the study of the economic and social condition of Prussia. As for comprehension—well, each of us must understand of history, as of science, as much as he can. An imperfect understanding is much better than none, and certainly it is all that most of us, young or old, will ever attain to. With Mr. Benson's doctrine that history has no direct practical bearing on life we have no space to deal, and must content ourselves for the moment with a categorical negative—unless, indeed, by "practical" he means "money-making."

MR. BENSON does, however, put his finger on one great difficulty in giving young people a true view of history, a difficulty which has been well illustrated by recent occurrences. History, he says, really consists less of striking events than of slow movements and an enormous number of small, neutral-tinted occurrences, the real significance of which is hard for the pupil to understand. The grey predominates over the black and the white, yet it is on the black and white that we centre the attention of boys and girls. The result is seen in the

The Dull Side
of History.

constant expectation that we shall get black and white in this War, and the disappointment, that we get only grey. The battle of Horn Reef (if that is to be its name) disappointed us because it was not a decisive victory, but Admiral Henderson reminds us what a large number of naval battles have been indecisive. But that is the kind of thing that we were never taught at school, and thus we got a lop-sided idea of naval history. We learnt all about the Nile and Trafalgar, but we never learnt that for one Trafalgar there have been ten Horn Reefs.

THE question of the relations between the L.C.C. and the aided schools, to which we alluded last month, has been brought prominently forward by a letter from Mr. G. L. Bruce in the *Times Educational Supplement*. Mr. Bruce states that the Council have decided to discontinue the grant to the James Allen School, Dulwich, and the Spital Square School, Spitalfields, because the Governors have declined to comply with the instructions of the Council about reduction in expenditure. It is not that the Governors reject the view of the Council that economy is necessary; they only claim the right to decide what form it is best for the interests of the school that economy should take. The amount at issue in one case is £50; the Governors wish to save it in one way, the Council in another way, and that the particular way which they have prescribed for all schools alike, regardless of varying circumstances. To judge of the case fairly, it must be remembered that the Council's subsidy is not, strictly speaking, a grant-in-aid at all, but is payment for the education of the County scholars. Though nobody denies that where the Council pays £20 a head for 150 scholars the financial gain to the school is considerable, as the cost of education per head diminishes as the numbers grow larger, or that the Governors are making some sacrifice in refusing to bow the knee to the County Council, we heartily applaud their action, and trust their example will be followed by other Governing Bodies. United resistance to the demands of the Council bureaucracy could hardly fail to produce some effect upon this petty dictation.

WE regret the action of the County Council for many reasons, not the least of which is that we believe their policy will tend to weaken the position of Local Authorities. We have no desire that that should happen, because it would certainly lead to the strengthening of the Central Authority. If local influence decreases, central influence—in other words the power of the Board of Education—will increase; and the very last thing that we want to see in England is an all-powerful Government Department, ruling education through officials and inspectors. The system of checks and balances we believe to be as valuable in the administration of schools as in the general government of the country.

THE Memorial of the Professors of the Imperial College of Science and Technology did well to speak of the confusion of aim which prevails on the modern side of most public schools, but when they contrast it with the concentration of aim at Osborne and Dartmouth it has to be remembered that these two institutions give vocational training pure and simple, an impossible

limitation for a school. The most important point the Professors make is the need of a great increase in the opportunities for a clever boy to get a training in science at colleges and Universities. As things are at present, most of our budding scientists have to begin earning their living at sixteen. The Professors suggest that what is wanted is a large number of Government scholarships to carry them on to places of higher education. Half a million a year, they think, would be needed for the purpose. Another quarter of a million is required for increasing the salaries of the junior staffs and endowing research fellowships. Three-quarters of a million for scientific and technical education ought to be a bagatelle to us, but we fear that it will be a mountain to the Treasury. Still, we have secured £40,000 this year for research, so we need not abandon all hope.

DR. UPCOTT, of Christ's Hospital, pleads in the *Times Supplement* for Latin and Greek without advanced composition, which he thinks is of small value except for the very select few who are likely to become pure scholars. If we understand him rightly, he would allow candidates for classical scholarships to offer science or mathematics in place of prose and verse. This would clearly entail some modification in the curriculum of public schools whose pupils proceed in any numbers to Oxford or Cambridge. But of boys and girls who intend to study subjects other than classics at a University, there are a very large number who need some Latin but need no composition. For the advanced study of English and modern languages, some knowledge of the Latin language and literature is essential. The student of history must be able to read medieval Latin. For the study of law and medicine a knowledge of the vocabulary of Latin is useful, though not indispensable. But in none of these cases is scholarship required. There is a very large field for Latin without composition. Most of what we have said applies in a minor degree to Greek.

THERE lies before us a report of the work that has been taken up since the beginning of the War by the pupils of a large girls' school, the name of which we do not mention, only because we have no doubt that the Old Girls of many another school have done as well. Many and varied are the departments of life into which these young ladies have found their way. Some are in banks, others are in hospitals, others again are *chauffeuses*, more are munition workers or are doing farm work. The War Office took nine girls straight from the school and are asking for more. All this is a very sound testimonial to the general wholesomeness of the education given in girls' schools.

CLASSES in Russian have been started at twenty-five centres in London, and provision for instruction in the language has been made at Manchester, Leeds, Bradford, Sheffield, and other places. We should like to ask the authorities in these towns what means have been taken to secure capable teachers or to test the competence of those who offer themselves as instructors. We do not raise these questions because we know anything to the prejudice of the teachers of Russian. We have no knowledge of them, but we know that education is still

The L.C.C. and the Aided Schools.

Classes without Composition.

General Ability.

Checks and Balances.

Memorial of the Imperial College of Science.

The Teaching of Russian.

the happy hunting ground of the incompetent amateur, that the teaching of modern languages has in the past suffered much at the hands of the *émigré* and the refugee, and that the number of English teachers of Russian must be extremely small. It will not do much good if a jerry-built structure of Russian be hastily run up. It will do a great deal of harm if young men and women acquire a distaste for languages through the incompetence of their instructors. It is strange that no one proposes to inquire into the efficiency of these teachers; but the fallacy that anyone who can speak a language can teach it still survives. It is quite as prejudicial to good teaching as the notion that you can teach a language without being able to speak it. These remarks do not apply to the recently founded Professorships of Russian in the Universities of Birmingham and Leeds.

IN view of the appointment of a Royal Commission we have, in addition to our regular Welsh letter, devoted considerable space to Welsh education reform, and we are pleased to observe that the leading article in the June number of *The Welsh Outlook* embodies the bulk of the article on "University Reform" that we published last month. In the same number there is a striking article by Sir Harry Reichel on "Culture v. Kultur." The Central Welsh Board, under the title of "To-day and To-morrow in Welsh Education," has issued a Referendum to Local Education Authorities containing an historical analysis of current problems with suggestions for their solution. The memoranda by the Chief Inspector on the place of Latin in the curriculum, the correlation of Examination and Inspection, and on Pension Schemes for Teachers will interest English no less than Welsh educationists.

LOCAL AUTHORITIES.

ONE of the resolutions passed by the Association of Head Teachers at Nottingham is to be applauded. It was moved: "That this Conference considers the recent alarming growth of juvenile crime cannot be dissociated from the growing prevalence of unrestricted attendance of school children at kinema shows, and earnestly appeals to the Government to promote legislation requiring licensing authorities (a) to restrict the attendance of children at such shows by fixing a time and age limit; (b) to exercise a stricter censorship over films which may be exhibited when school children are present, with the view of promoting the moral welfare of the young; and (c) to insist on a high standard of cleanliness and sanitation in the buildings, and veto the attendance of children excluded on medical grounds." The number of picture palaces in any large town, and in some small ones, is conclusive evidence of their popularity, and one of the speakers said they are rendering a great service to many of the poorer people of the nation. The chief objection is, especially as regards young children, that so many of the popular films represent entirely false values of life and conduct. If they are constantly observing the behaviour of criminals, fools, or lunatics, they will imitate them.

FARMERS cannot complain that those in authority have not displayed unremitting anxiety to supply them with any labour they may require at the present time. Women who are willing to work have been registered in all parts of the country, and to help with the hay harvest the boy scouts are ready to mobilize. The conditions of service agreed upon by one of the farmers' clubs and a boy scouts association provide that patrols of six scouts or more will be billeted on a farm in charge of a responsible leader for two or four weeks. The hours of labour are to be limited to an average of

seven each day, and no work to be done before breakfast. The farmer must pay railway fares and expenses of transit, provide suitable sleeping accommodation in barns or granaries, and three substantial meals each day. The scouts take their own blankets and sleeping kit.

A NEW form of compulsory War Saving is suggested by the Juvenile Advisory Committee of the Norwich Labour Exchange. The Committee is of opinion that, in order to prevent the growth of extravagant and harmful habits in the youth of both sexes, and, in view of the likelihood that the high rate of wages now received by them will not be continued after the War, it is desirable, while not interfering with the rate of wages, to limit the amount actually received by children under seventeen years of age. As a maximum the Committee suggests 10s. in the case of a youth living at home, and 15s. if living away from home, the balance to be invested on behalf of the employé in War Loan Stock.

To promote War Savings among children attending elementary schools in Northumberland, a scheme has been adopted which the President of the Board of Education has commended. "The men of the county," he says, "have done magnificently, not only in the field and at sea, but in the mines and workshops at home. I am sure the children will be eager to do their part also, and I think the Committee deserves credit for giving them direct opportunities of serving the nation in a practical way." During the month of May over £2,000 was saved in the elementary schools.

SCIENCE NOTES.

THE very interesting studies in the mental attitudes of children which were described by Dr. Kimmins in the latest issue of the *Journal of Experimental Pedagogy* confirm the prevalent opinion that girls are more subjective and boys more objective. The further and more debatable conclusion is reached that girls are more reflective. It may be granted that this was true so far as the tests went, and would probably be true for other cases where the subject-matter upon which the reflective has to work is of human or biological interest. Possibly boys would be found superior if the subject-matter were mechanical. The issue raised is of importance to science teachers; obviously it has a bearing upon the difference between science curricula and syllabuses for boys and those for girls. Is the choice of botany for girls and physics for boys based on sex-aptitude, on future responsibilities of the boys and girls, on mere tradition, or on the supply of teachers competent to deal with the subjects?

THE position of science in the great public schools forms the theme of many debates and much newspaper rhetoric. We hope real advance will result. This will happen if constructive work be taken in hand with wisdom, to which knowledge is the key. Dr. Garnett has the knowledge, and he addressed words of wisdom to the Association of Teachers in Technical Institutions at their meeting on June 17. He drew attention to the mistake of giving boys on the classical side, whose destination might be the Diplomatic Service, a slow course of detailed instruction in practical physics. To the future engineer it is worth while to spend considerable time on practising exercises on the weight-thermometer and its construction. The classical-form boy wants a different course, somewhat rapid and offering wide vistas and generalizations based on striking and simple lecture-demonstration. This is a problem which might well be discussed by the Public Schools Science Masters in view of the tide of opinion which is now setting strongly in favour of science for all boys.

ANOTHER educational reform, possibly the greatest in our days, will be effected by the universal training of the adolescent. From fourteen to seventeen or eighteen our boys and girls must be under skilled educational supervision and instruction. For the bulk of the people this will take the form of daytime continuation classes in schools or factories. What part of the instruction should be scientific (in the narrow sense of relating to chemistry, &c.)? In the trade continuation schools of Munich lessons are given in elementary hygiene, especially in relation to the workshop.

Further scientific instruction relates to the special trade, and we will instance the training of the baker's apprentice. Between fourteen and eighteen the apprentice acquires a knowledge of the chemical processes on which the trade is based. In the first year he learns the different kinds of grain, the diseases to which they are subject, how best to preserve it. He learns how to test flour, to detect foreign substances, and trace causes of contamination. In the second year he obtains a knowledge of milk, butter, margarine, &c., and of fuel. In the third year he receives scientific instruction in fermentation and the effects of heat. In the fourth year he studies various kinds of bread, and he himself makes chemical experiments and uses the microscope. It is evident that a course which is planned on such lines will broaden his outlook as a tradesman and make him adaptable to new developments in the industry.

IN his address to the N.U.T. Conference at Buxton, Mr. C. W. Crook referred to the place of science in primary schools. His allusion to present practice was somewhat caustic—"Much of the so-called Nature study now attempted gets no further scientifically than the stage of classification, and is rather destructive of Nature than instructive in scientific principles." His remedy appears to be the simplification of spelling and of weights and measures, thus obtaining more time for scientific teaching of hygiene, gardening and geometry, with some practical mensuration and simple physics. We may point out that Nature study itself may be infused with the scientific spirit, without destructiveness of Nature and the æsthetic spirit, by attention to function as well as structure. Prof. Miall showed how this should be done in his "Object Lessons from Nature." Morphology is a poor study for the adolescent unless structure be seen in its relation to the life of the organism.

THE large spot group which was of such interest to solar observers last month is again in view. A small telescope will suffice to project an image of the sun about four inches in diameter, when the spot group can be shown to a dozen pupils at a time. If the solar image is 100 mm. each millimetre corresponds to between eight and nine thousand miles, so that measurement of the dimensions of umbra and penumbra gives an interesting answer to the question: "Could the earth be enclosed in the vortex of incandescent gas which constitutes the spot?"

SCHOOL MUSIC IN THE LIGHT OF THE WAR.

THE evils which war brings in its train are so appalling that one is inclined to seize eagerly upon anything good which can be attributed even indirectly to its influence. Economic, moral, and spiritual stock-taking is for most of us a distasteful task, undertaken half-heartedly in times of peace; but, in such strenuous days as these, the duty simply dare not be shirked. National education cannot escape this scrutiny, and, so far, its pioneers have reason to be thankful that many of the results of their labours are such as to justify their belief in the power of education to call forth and develop those traits of character which are essential to the winning of a great war. One need not specify these, but, concerning one particular phase of education, there is enough evidence to show that we have failed lamentably. I refer to the fact that the so-called musical education which has been given to the millions of men in our new armies has utterly failed to produce such results as might reasonably have been expected at this juncture in our national existence. Read any accounts you like of the social life led by men on active service—provided they are not Englishmen—and what do you find? "The Russians, while awaiting the attacks of the enemy, were singing with perfect unanimity and precision some beautiful folk-songs"; "the Germans in the opposite trenches were evidently trained singers, for they had a fine choral concert every evening"; and so on. One need not labour this point: everybody has read dozens of similar statements. But what about our own men? Well, the Londoner, at any rate, requires no enlightenment on

this point. Observe that battalion marching to Waterloo Station! There is no band to inspire the men; this fact alone is enough to make one writhe. Now and then feeble attempts are made to start a song, but only a very few men seem to know anything more than the chorus, and even the words of that are only partly familiar. Consequently this musical performance soon fizzles out. Then someone else tries to enliven the march by whistling the fragment of a music-hall song, but, as this once more is known only to a few, it expires in a melancholy *pianissimo*. And so the procession wends its way in a depressing silence, not because the men do not want to sing, because there seems to be no song available which everybody knows, and Tommy, being by nature especially averse to making a fool of himself in a musical way, does not care to sing alone. Reports from the Front are not more encouraging. The men know many fragments of songs, which they sing till they are tired of them, and then "nothing of importance occurs." Apologists who are more acquainted with one or two specially musical regiments than they are with the Army as a whole, will criticize this pessimistic view, but there is no doubt that the statement made above is generally true. "Tipperary," a really good marching song, proved an antidote for a time to the musical apathy of the Army, but apparently its vogue is over.

Now, considering the paucity of the English soldier's musical repertory compared with that of all the other armies, is it not legitimate to doubt whether the vast expenditure of money and effort on teaching singing in boys' schools has been worth while? If music is not an outlet for the emotions—especially emotions such as are experienced by men engaged in deadly combat—what value does it possess? Of its worth as an inspiring, and often steady, influence there are no two opinions held by competent observers. One gladly admits that Tommy enjoys listening to the performance of a band or to vocal music sung by concert parties. Also that when he is confronted with music that he really *knows*, such as a favourite hymn, he is as sincerely affected by his performance as most of the soldiers of other nationalities. But he cannot be always singing hymns, although we are told that, to eke out his exiguous repertory, he is constrained frequently to indulge in garbled versions of hymns when on the march!

It is impossible to avoid the conclusion that if our musical education cannot show better results than this, then it is worth less than its advocates claim for it. It would be ungracious not to praise the devoted efforts of Dr. Walford Davies and others to atone for past deficiencies, but ought it to be necessary to improvise suddenly a system of elementary musical instruction for men who are supposed to have already received it? It is probable that this jeremiad will offend some idealists who contend that tangible results in education ought not to be looked for, but that, as far as music is concerned, we should be content to trust in "the refining influence of music on character," and so forth. Some of us are rather tired of platitudes of this nature; they are too often uttered as a cloak to hide aimless and sloppy teaching. Besides, tangible results are not incompatible with a high idea of the educational value of a subject.

Nearly all the men in our armies are supposed to have received musical instruction for some years, taught from a practical standpoint, the subject being included in the curriculum of all elementary, and in nearly all secondary and public schools; moreover, "practical music" generally means singing, and "singing" means singing songs. There must be some reason for the failure of this instruction to satisfy legitimate musical claims in a time like the present. The causes of failure are many, some obvious and others more obscure. Limitations of space preclude the mention of more than a few.

Firstly, music seems to be taught in schools rather on the principle of giving the children present employment—and perhaps enjoyment—instead of considering also the musical needs which will arise when they become adults. On this point one may be permitted to remark that if children leave school without knowing by heart a fair number of national

songs and without being able to read for themselves new vocal music of a reasonable degree of difficulty, then the musical instruction given in that school is inefficient, whether the children's "characters" have been "refined" by the instruction or not. To sing is to sing songs, and these cannot be sung satisfactorily until they are thoroughly known. As regards the other point, would any school-master out of Bedlam pretend that he had taught literature if, instead of teaching children to read, he merely made them repeat after him, parrot-fashion, some passages in prose or verse?

Some attempts have been made half-heartedly by the authorities to ensure that all schools in the country should agree to teach the same national songs, more or less, so that there will be at least a few songs which everybody will know thoroughly. For some reason or other this procedure has not been insisted upon with sufficient emphasis. If the lamentable conditions described at the beginning of this article are to be altered, no other course seems possible but that the Board of Education should boldly demand that certain prescribed national songs should be learnt by heart—words and music—by the scholars in all schools under their control. "Prussianism!" do you say? Well, even that has a few virtues amongst its many vices.

Secondly, music does not seem to be taken seriously by many Educational Authorities. They merely dally with the subject; they think that on *a priori* grounds it ought to be included in the curriculum, and that is the extent of their interest in the matter. Now few subjects afford such facilities for frittering away valuable time as music. If any results worth mentioning are to be attained, the subject must be taught systematically by competent teachers, with a constant regard to the end in view. This is not necessarily a plea for more time to be given to the subject, but for a better use of the time allotted. During the period when a boy's voice is "breaking" he has to give up singing, and, although even at this stage useful musical work could be done, one might condone a cessation of musical instruction at this stage if more thorough work could be done in the earlier years of school life. It is between the ages of five and twelve that the child is most susceptible to musical impressions which will last.

It is to be hoped that every head master will take an early opportunity of reviewing the musical instruction given in his school from the standpoint of the possible usefulness of this instruction to the boy in after life. I am quite ready to admit that in many schools very beautiful singing has been and can be heard, but, judging from the difficulty experienced in getting young people to take a practical interest in any form of choral music when they have left school, there seems to be something lacking. The remedy is well worth seeking for.

It need hardly be said that the foregoing remarks apply chiefly to boys' schools. Music teaching in girls' schools is carried on under more favourable conditions, as a rule, and more satisfactory results are achieved. Nevertheless, there seems to be no valid reason yet advanced for the notion prevalent to a greater degree in England than probably anywhere else, that, while music is a subject which every girl ought to study, the boy should look on it as an "extra," or at least as a subject which need not be bothered about over-much.

R. T. WHITE.

THE BRADFIELD GREEK PLAY.—Midsummer Day was celebrated this year by the performance of selections from *A Midsummer Night's Dream*. The music and acting, we are informed, were admirable, but we cannot help recalling the keen delight with which in old days we witnessed the masterpieces of Greek tragedy delivered entire in the original in the same place under the inspiration and guidance of the second founder of Bradfield (as Thring was of Uppingham), Dr. H. B. Gray, and we hope that with the decline of Greek studies in English schools that most informative and inspiring of school *prolusions* has not departed. To name the theatre "Gray Pit" is but a barren honour to the founder.

THE WINTER OF OUR DISCONTENT.

SCHOOL had been dismissed two hours ago. The classrooms were a desert of desks and blackboards, enlivened by busy charwomen with clinking pails and waving dusters. One of the coldest days of a cold, young March was fading into twilight. The young birch trees on the common shivered lightly in the sharp, snow-washed air. The pervading grey of sky lightened in the west into the paler gleam that did for sunset; the ways were thick with wet slush and sodden snow.

That morning the trees and buildings, outlined softly white, had been part of a fairy landscape, spellbound, and mortals toiled grotesquely to their work like big gnomes. But, after the snowfall, a wind had risen, bringing later in the day a sleeting rain. Now the world stood bare and actual and cold. And the nakedness of the trees was their beauty. A woman stood at one of the school windows, and, just outside, a robin sang from the naked bough of a sycamore tree. The bird suddenly flew off and the woman turned away from the window. She was in the Mistresses' Common Room, and she shivered as she looked at the dying embers in the grate and at the scattered books. War economy had prevented the replenishing of the empty coal-box after school hours, and she, deep in work, had hardly noticed how cold the room was getting.

"We shall have to go very soon, Miss Sharpe, or the cleaners will turn us out," she remarked to a younger woman seated at one of the tables. "I must just finish this set of papers. Will you soon be ready?"

"Ready when you are," was the answer. "What a blessing that the longer days are coming."

A new lighting order had just been issued by the Government, and this school was in one of the principal danger areas. For a few minutes there was silence in the shadowing room. Then a sudden laugh rang out, gay and infectious. Miss Sharpe giggled sympathetically. "Another howler?"

"Oh, do listen. What do you think of this for the Holy Grail? 'A kind of iron grating through which the nuns used to look; much sought after by knights of old!' I wish I could remember all the funny things I come across. Did I tell you what I got in an account of Froissart the other day? 'A clergyman by profession and a story-teller by nature!'"

"That's rather neat," laughed Miss Sharpe. "You should make a collection of *bons mots*."

"H'm! I have never made a collection of anything—not even of crests or stamps. But," she went on, "I don't think we get many howlers from our children, do you? They have not enough imagination or of sheer stupidity; they are too—too—"

"Commonplace?" was the suggestion.

"Perhaps, yes—too tame and unoriginal and unsophisticated. Are there any *real* children left in these parts?"

"Oh, yes," said the other reassuringly. "I am sure there are. These girls are quite clever, too, with their hands. I am teaching Upper III to make their own relief maps, and they are quite keen about it."

"'Rude mechanicals that work for bread upon Athenian stalls. . . . How horrid of me! Do you know, I gave a Nature-study lesson to-day to Form IV? I wonder what our good Miss Evans would have said to it. You may imagine how unorthodox and amateurish it was. The children could have given me a lesson, with beautiful diagrams, on the bud-formation of the ash, or—the scientific planting of bulbs. But not one of them seemed to know anything about the song of the thrush or blackbird, and only two girls had ever seen wild daffodils growing. They are mostly scholarship children in this Form, of course."

"Shall we ever have our full staff again?" queried Miss Sharpe. "Only on two single days this year have we all been at work."

"Not until the winter is over, or the War!"

They shivered as they passed out into the corridor. "Ugh! This cold is to despair!"

"I was on duty in the cloak-room to-day," said one. "Don't you wish we could get the architect down and shut him up in that place for a whole morning?"

A big smiling charwoman opened the side entrance to let them out.

"Good night, Mrs. Driver. Dreadful weather, isn't it?"

"Good night, miss; yes, miss. But too bad for the Zepps—that's one mercy, ain't it, miss?"

"Mrs. Driver always turns the dark cloud inside out, doesn't she?" remarked Miss Sharpe.

"Yes, she's quite a dear. You are going by 'bus, of course? Good night." And the older woman turned to cross the common on her homeward way, for it was her pleasure to have a forty minutes' walk to and from the school.

The cold daylight was still struggling to hold its own, but the sky was covered with darker clouds, wind-drifted, through which could be seen the thin silver edge of a young moon, and one pale star. Surely this winter had been the longest and dreariest that ever was! And yet that January, mild and wonderful—a month of sunny days and delicate sunset skies that rivalled June's. And the nights! She could look back on a long procession of nights whose beauty was the eternal one of star and flying cloud and moon-steep world, but with an added beauty, strange and new, of sweeping shafts of light, crossing and re-crossing, pairing and dividing, losing themselves in the depths of heaven and scattering filmy fleecy cloud-bits that played at hide-and-seek in the vast garden of the sky. Indeed, it had been worth while, this tired stumbling along dark streets and darker wayside paths.

But, always, the heavy sound of booming guns prevented any forgetfulness of the contrast between heaven and earth. Or rather, were not heaven and earth both concerned, and Deity and angel surely not so far away? And those nights of the terror! It did not do to think of them. But was it not well to have at least this much direct share in "things"?

And Spring was coming. She saw it in the lingering days and earlier dawns, she heard it in the now unending songs of the birds. Why, there was the blackbird; he had been tuning his golden throat these many weeks, and now the notes fell like rainbow droppings on the dusk. Spring stirred beneath the black earth and in the trees, no longer merely black. It stirred, too, on the battlefields.

The New Life was coming. She knew it, she knew it, she knew it! And the human soil must be prepared—the tiny patch that was hers to tend. The good seed must be sown. And she—she would not flag.

It was quite dark as she crossed the parade-ground. The common lay still and white; the great barracks were a frowning threat.

Then, from either horizon, east and west, shot up a sudden shaft of piercing light, and all the world around became "a gathered radiance—a shining peace under the night."

A. D. S.

CHIPPING SODBURY GRAMMAR SCHOOL.—At the prize-giving on May 30, the address to pupils was given by Mr. James Baker, who related a recent experience on an official visit to Denmark as a sample of what might be done in England by proper training for scientific farming. "I lately went over a farm in Denmark of 800 acres. The farmer spoke and wrote three languages. His house was a delight of pictures and flowers, and music was not forgotten. He gave lectures twice a week to the men and lads, and they had to write papers on those lectures. He was reclaiming some marshes on his lands, and besides his dairy cows and his arable land, he had to look after his pigs, for he sold 2,000 of these a year, and I went over what he called his 'pigs' palace.' All was clean and fresh, so that an hour spent in it was not unpleasant. You boys who are training to be farmers can laugh at the foolish people who tell you that any farming is dull and implies an uncultured life."

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Chemistry.

Text Books of Science.—A Senior Experimental Chemistry. By A. E. Dunstan, D.Sc., F.C.S., and F. B. Thole, D.Sc., F.C.S. With 120 Diagrams by E. D. Griffiths, B.Sc. Methuen, 5s.

Commercial Geography.

The Future of South America. By Roger W. Babson. Duckworth, 7s. 6d. net.

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THE SECRETARY OF THE LEAGUE.

9 Queen Street Place, London, E.C.,

April 28, 1916.

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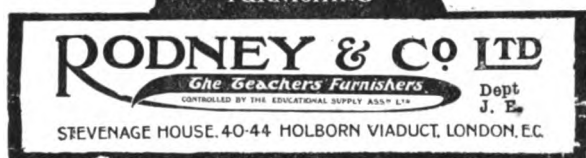
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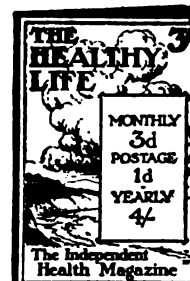
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EDUCATION AND REALITY.

IT is a little discouraging sometimes to be aware that, in the middle of this upheaval of the world around us, all that is worst in education is going on quite unaltered. People talk of great changes that are coming after the War, but it is difficult to believe in them when everything continues as before, only rather less efficiently because of the withdrawal of so many young men from among the teachers, and those very often the more efficient members of the staffs. If, however, the public press can be regarded as really representative, or at any rate symptomatic, of the public mind, there are signs of a more than usually persistent discontent with the education of to-day, and, above all, with a public-school education. There was "Old Etonian" writing in the *Times* to demand at the same time the reduction of expense in such eminent schools as that from which he came forth (it would be begging the question to say that it educated him), and a training for the present generation of boys "to fit them for some definite sphere of activity in the near future." There was the writer in the *Pall Mall Gazette*, who headed his article, "The Public Schools—Intellectual Charnel-houses," but, while giving a tolerably accurate description of the intellectual conditions to be found there, confessed himself unable to suggest any solution of this problem of mental sanitation. Lastly, there was the extremely important article of Mr. J. S. Norman in the *National Review* for February. All these writers agree in denouncing the consummate uselessness of education of the public-school type on the intellectual side. Nor is it so much the old conflict between utility, in the commercial and materialistic sense, and spirituality, or learning for its own sake, which used to divide the newspaper controversialists. The complaint is not so much that the public schools produce nothing commercially useful, but that they produce nothing of any intellectual value at all. The fault with

them is not that their studies have not enough relation to material realities, but that they have little relation to life itself, and above all the modern life of every day. What we have to aim at, if we are ever to make any progress with this all-important problem of the reform of education, is simply reality. And what we have mainly to get rid of is the cant of what is called "mental gymnastic."

In the prospectus of a famous school may be found the following extract from the head master's report:—"We do not find middle-aged and elderly gentlemen doing free gymnastics, or 'benders and stretchers,' or 'knees up' in their homes or in the streets, but we do not for that reason omit gymnastics from the curriculum. Now Latin is one of the best forms of mental gymnastics, though it is much more than that." But we do see some of them, perhaps the writer means, walking erect and briskly, others slouching and shuffling. And often their manner of walking is to be traced to their having or not having been systematically trained in the proper use of their limbs. Now we are always told by the exponents of the modern form of drill of the Swedish type of gymnastics that it is superior to the older or dumb-bell type, because it aims, not at developing muscular power generally, but at exercising the limbs with a view to the particular sort of action which it must practise in ordinary life. Dumb-bells and "Whiteley exerciser" may enlarge the muscles of arm and leg, but they will not enable us to walk well, as "knees up" will.

In precisely the same way, the study of Latin may develop and exercise our powers of expression, taste, and understanding in literature, but it is extremely doubtful if, regarded as a "mental gymnastic," it is "much more than that," we are at once led to ask the very pertinent question, For how many who attempt to learn it does Latin become "much more than that"? The point is an old one, and open to much argument; but it is noteworthy that the head master advances it as an example of the blindness of parents to "educational science." Is it certain that the educational science of the parent is on this occasion so much less sound than that of the head master? What the parent wants is that his son's education should directly prepare him for the calling he is to pursue. This view is no doubt insufficient in so far as it ignores two of the three main objects of education—training for citizenship and for the right use of leisure. But it is right in so far as it claims that education should bear directly on real life.

The unreality of much of the present "mental gymnastic" is sometimes illustrated in curious ways. A boy of ordinary common sense will be at a loss for the meaning of the Latin word for "shore" in such a phrase as "he leapt from the ship on to the shore." You remind him of the circumstances and the drift of the passage, and ask him on to what he was likely to leap. If it were an ordinary English story that you were reading to him, he would not hesitate for a moment. But, no. *Litus* is a word with a dictionary meaning, and he has forgotten, if he ever knew, that meaning. A Latin author is simply a collection of words with dictionary meanings. Therefore he cannot possibly know that word—such instances would be incredible if they were not true. Of course, it is no doubt the method scarcely less than the subject which is at fault. Latin is commonly taught in a wholly unreal way. And, as Mr. Norman has pointed out, the linguistic difficulties of Latin are such that it almost inevitably becomes a complicated puzzle of words to the ordinary boy. The direct method in Latin might (or might not) save the situation. But the experiment has come too late. The need for reality is urgent, and how many of our present teachers of Latin could at a moment's notice take to the direct method and apply it satisfactorily?

But it is not only a question of Latin. What of mathematics, commonly supposed to be a training in the art of

pure reason? Is it certain that it is worth while for children, who are never likely to touch a ledger, to be plagued with Practice sums, or for the "classic" to pursue the elusive x through so many mazes, though he will never proceed to astronomy or even to trigonometry? Equations are things not only to be solved, but to be used. A Professor of Political Economy once remarked that every boy might reasonably be expected to know the calculus sufficiently to follow it when it was worked in an example. It was not even necessary, he thought, that his pupils should be able to work it much for themselves. It was not for the gymnastic of the thing, but for its actual use in economics, that he deplored the failure of so many boys, who spend long hours over "mathematics," to get so far. Again, might it not have been more worth our while, even if we were not going to be scientists, to understand some of the more important of scientific laws or theories—the circulation of the blood, the conservation of energy, the atomic theory, or natural selection, than to be introduced to logarithms and drop them when they had led us nowhere?

The truth is that every sort of study which can possibly be shaped into a school "subject" and fitted into a time-table has its own gymnastic. Most educational authorities would hesitate to advertise a curriculum whose central subject was Music. It would suggest dilettantism. Yet what severer discipline could be devised than harmony and counterpoint? It is just as difficult to learn to avoid consecutive fifths as to avoid a false sequence of tenses. There are two reasons why the classics have found such favour with the teaching profession. One is a good reason rarely supplied. For those who succeed in learning Latin or Greek, the study of the language is peculiarly rich and rewarding, with many ramifications into all sorts of spheres of reality. But then, in the first instance, it is necessary to succeed. The other reason is a bad one. It is so easy to grind those subjects in class without taking the trouble to think out a method. Grammar repetition and construing are easy for the master to turn into a groove—fatally easy. And the same holds true, in different degrees, of most of the subjects which are recommended "as a discipline." But boys (and probably girls) are not easily deceived. If certain studies are forced on them for the sake of plaguing them, they soon know it, and the result is that their whole attitude towards work becomes distorted. So does that of their teachers. The object of the taught will be to shirk with impunity; that of the teachers to prevent them from doing so. And that, for all that may be said to the contrary by (*soi-disant*) reforming head masters, is still only too commonly the condition of work at the public schools.

Now if it is true that every subject is capable of being treated educationally, and will contain a sufficient gymnastic in itself, it is plain that we shall naturally select for a boy those subjects for which he shows most capacity, and those which bear most directly on what he is likely to do in life (including the occupation of his leisure hours). Ideally those two tests should be identical, but, in actual experience, owing to our wilful habit of fitting round people into square holes, they do not always coincide. A further difficulty, no doubt, arises from the fact that the points at which boys decide, or it is decided for them, "what they are to be"—which, unfortunately, means not so much even as what they are to do: only how they are to earn their living—are very variable. But we might at least go so far as to lay down the rule that, if a boy seems likely to go into commerce, he shall definitely be taught a good deal about the nature of commerce—not merely substitute German for Greek, and call it a "modern education." And to know about the nature of commerce does not mean learning shorthand and double entry; it means knowing something about economic history and a little about its theory. It means knowing commercial geography, not merely what nations exchange what articles, but why they do so, and what effect it has on their finance. It means knowing that a bank is something more than a place where they keep strong boxes, clerks sit at high desks, and people cash cheques. And none of these

things can be learned really thoroughly without an education of quite high value, and by no means wholly materialistic and "utilitarian." It is far more part of "what every educated man must know" than are the principal parts of *vinco* or the *pons asinorum*. Even if a boy, who had gone through such a course (which would only be one among the courses he had taken) did not proceed to a commercial calling, it would probably have more value than the ordinary classical or modern-side course has for the ordinary un-literary boy. It would, for example, help to make plain to him some puzzling political problems. He might know why imports must pay for exports, or what it means to say that the Mark is now declining in value, and he would be a better citizen accordingly. And this is only by way of example. Everything must bear directly on reality. If we teach poetry, let it bear on real emotions; if divinity, let it not be a repetition of unintelligible formulæ and catechisms, but deal with real religion, and that of to-day; if mechanics, let those who learn it also construct engines and aeroplanes. The education that we must look for in the future is not "real" in the German sense, confined to material objects, but real in the English and largest and quite ordinary sense of the term—a sense which we shall not altogether misinterpret if we say that it means "to do with life."

LIT. HUM.

CLASSICS v. SCIENCE.

By H. J. CHAYTOR.

THE discussion of this case, which was begun by the Burlington House Conference of May 3, and has since been continued by manifestos and letters in the columns of the *Times*, does not seem likely to reach an immediate conclusion. The importance of it has, however, been impressed upon the public by practical experience of war. The sad cases of dyes, drugs, optical glass and other necessary commodities for the supply of which we were almost entirely dependent upon Germany, apart from the high perfection and unlimited supply of German munitions of war, have been thought to show that English scientific attainments are inferior to those of Germany. The schoolmaster is usually blamed for everything that goes wrong within the social organism and is very rarely praised for anything that goes right; the natural conclusion is that science has not been adequately or efficiently taught in our schools. It is unfortunate that of the many eminent speakers at the Burlington House Conference comparatively few were schoolmasters or experienced in English and German methods of education. They might otherwise have realized the fact that the amount of time devoted to science in English and German schools of the same type does not greatly differ and that the teaching is at a high level of efficiency in both. Some speakers appeared to judge the great body of English secondary schools by their reminiscences of the curriculum which they endured at one of the so-called public schools, but, even in the case of these ancient foundations, their recollections are often hopelessly out of date. They were apparently quite ignorant of the fact that the energy of Local Education Authorities and the regulations of the Board of Education have produced a very large number of secondary day schools throughout the country in which the fullest importance is given to the teaching of science. These opportunities are, moreover, readily grasped. The elementary-school boy who works his way to these schools takes far more easily to scientific than to literary subjects. When he reaches the stage at which he is called upon to show some literary taste and feeling for language, he is often unable to advance beyond a certain point which is well below that of University scholarship standard. To hear one's native language persistently misused from childhood is not the best preparation for appreciating word-values and shades of meaning in another tongue. Hence municipal secondary schools turn out a considerable number of boys who have specialized to some extent in science. The proposal that

the Universities and the Civil Service Commissioners should give science and literary subjects at least an equal chance is a step in the right direction, and will be certainly welcomed by every school that is obliged to keep these examinations in view. Nine out of every ten elementary-school boys want to be "something in the Civil Service," as they express their ambition; all they usually know about the Civil Service is that the successful candidate sits on an office stool until he has worn through the seat and then draws a pension for the rest of his life, and there seems no reason why the possibilities of so placid a career should be confined to classical scholars.

The reason, however, for the inferiority of British as compared with German science is not to be found in the schools of the country, nor will the alteration of examination syllabuses prove to be more than a tinkering with the problem. An entire change is required in the attitude of the public towards science in particular and learning and research in general. More science is being taught and better taught in England than ever before in the whole history of the country. But what are the prospects open to a man who has obtained even a high degree in science at Oxford or Cambridge? Nobody in England ever made a living by research work. He can certainly enter the teaching profession—that is, for the salary of a head gamekeeper or a South Wales coal miner, he may devote the best years of his life to training immature minds until his own originality and interest have disappeared, when he may retire on a pension of nothing a year. If he is fortunate, he may get an opportunity of doing research work for a manufacturing firm; and if he is very fortunate he may gain a permanent position instead of being "fired," when the firm considers that his brains have been sucked dry. But such posts are not common: the average manufacturer would as soon think of keeping a tame elephant on the premises as a tame chemist. He would probably prefer the elephant, as the animal's trunk could at least be harnessed to a crank, whereas the chemist represents a dead loss, if he does not happen to make some useful discovery. The manufacturer does not care to gamble on the chance of discoveries made in this way; he prefers payment by results. He will buy the discoveries when they are made or pay someone else a royalty for the use of them; meanwhile what was good enough for his fathers will do for him, and he prefers a safe, conservative business.

This attitude is unfortunately typical. The parent who is anxious that his son shall learn only subjects that will be "useful," which adjective means that they shall have a definite cash value when "schooling" is over, is a painfully common acquaintance of every schoolmaster. We do not, as a nation, value knowledge for its own sake. Germany does—or did. The Englishman who devotes his spare time to research in some apparently useless branch of knowledge is regarded by his neighbours in the same estimation as the collector of postage stamps or snuff-boxes. In Germany he is respected as a savant. It has been truly said that, while much excellent work has been done in art and literature for the direct purpose of pecuniary reward, no great or epoch-making work was ever produced from such a motive. Similarly, the love of knowledge must precede real scientific eminence. The love exists; many a man has done valuable research work after spending the best hours of his day in the drudgery necessary to earn his bread; but a nation which valued knowledge for its own sake would have made his life easier and his progress the more rapid.

The advice, therefore, to become a scientific nation because science pays rather resembles the advice given to a bashful young man: "Adopt a pleasing and agreeable demeanour, especially in the presence of ladies." The chief hope of change resides in education conducted not primarily with a view to success in examinations. Such education, moreover, whatever stress be laid upon natural science, must not venture to neglect the humanities. A discoverer is helped quite as much by his imagination as by his stores of accumulated knowledge and any system of education which starves imaginative power will doom science to complete sterility.

THE PREFECT SYSTEM IN A GIRLS' ELEMENTARY SCHOOL.

THE prefect system has long been a familiar feature of the great public schools, and most secondary schools have adopted it in some form or other, but in elementary schools it is still uncommon. It may be of interest therefore to describe the prefect system as introduced into a girls' elementary school, and the way in which it developed itself in the course of some six or seven years. The words "developed itself" are used advisedly, for it began very tentatively, and certain later developments were due to a spontaneous growth and not to any preconceived plan. Imagine, then, a school of medium size, old-fashioned in some respects, tone and traditions good, buildings fairly good, but presenting certain drawbacks in regard to playground, cloakrooms, and staircase. The children were very "mixed," the types ranging from a rough and rather "difficult" coster class up to the children of comparatively well-to-do trades-people, with all the intermediate stages and conditions. Their intellectual capacities also varied widely, from the almost, if not quite, deficient (or, as one head mistress mercifully describes them, the "non-intellectuals") to the exceptionally clever children, a few of whom gained scholarships to secondary schools from time to time. Exigencies of accommodation and staffing necessitated a rather unusually large top class, and in it were a goodly number of elder girls, including several over fourteen. Arrived a new head mistress, an event unknown in the school for something like twenty years—a strange event, undreamed of in the philosophies of even the most experienced of the girls, and eminently unsettling and exciting.

Now the head mistress who is worth her salt knows that on the elder girls of the school much depends, and it is with them that her best and most lasting work is done. The training in school during the years from thirteen to fifteen does more for a girl's character than that of any other period, and, moreover, these are the girls who set the type for the school. But somehow there was not the right spirit in these particular girls at the moment, and they were in danger of losing the position they had held in the school and of exercising an influence not entirely for good. It was decided, therefore, to introduce the prefect system, in the hope of improving matters. Certain older girls were made prefects, their selection being in the hands of the head mistress. Two conditions were laid down—they must be steady, trustworthy girls, and they must be over thirteen. They need not necessarily be in the top class, though in practice this was generally the case owing to their age. The number varied from time to time from perhaps four to ten, but was usually about six or eight. As fresh girls qualified they were added to the numbers a few at a time, and they remained prefects till they left school, so that a constant tradition was formed and handed on. Badges were obtained bearing the school emblem, and were worn with pride. One of the prefects was appointed head prefect. In the first instance she was chosen by the head mistress, but, after the system became established, the whole school voted as to which of the existing prefects should be appointed, and the head mistress, whilst reserving the right to a final decision, very rarely had to exercise it in a direction contrary to the school vote.

Prefects having been appointed, certain duties were assigned to them, others being added from time to time as occasion suggested. At the same time certain small privileges were allowed, but it was made clear from the first that the responsibilities were essential to the estate of "Prefect" whilst the privileges were only incidental.

It may be interesting to mention some of the "duties" performed, and here it may be remarked that the girls drew up for themselves a rota by which the work was shared amongst them, and that, by their own arrangement, they usually worked in pairs. They kept order on the stairs and in the cloakrooms, helped the little ones to find lost hats,

collected the registers after they had been marked, taking the numbers, checked rough play in the playground when it caused risk to the smaller children, settled disputes amongst the little ones, and regulated the traffic to and from the wash-hand basins and drinking water during playtime. In winter they saw that the lights were turned on in the cloakrooms when required, and after school they hustled out the laggards, locked the playground gate, and gave the key to the teacher responsible for the day. It will be noticed that by this means the teachers were saved from a good many tiresome little jobs, and a good deal of unnecessary friction. A little good-natured scolding or chaff from a prefect would often save the need of reproof from a teacher, and school-girls, like schoolboys, have methods of dealing with one another which are all their own, though the type of dealing differs with the sexes.

Needless to say, the prefects could not impose any punishment, though they could, if they found it necessary, send a girl to report herself to the head mistress. They were strongly discouraged from telling tales, and, as a rule, if offences were reported, the names of offenders were not mentioned, so that any remarks which a teacher had to make in consequence of a prefect's report, were addressed to a class or group of children, not to individuals. At the same time it was understood that, in really serious matters, it would be the duty of the head prefect to report to the head mistress, and an instance could be given of very serious evil being stopped by this means.

Prefects' meetings were held from time to time as required, and at them the prefects discussed their difficulties, apportioned their duties, and generally settled "the affairs of the nation" from the prefect standpoint. If they wanted any help or advice from the head mistress, or if she had anything to say to them, she was present during a part of their meeting, but not otherwise.

It may sound as if the prefects had rather a dull time, and, indeed, their work was at times arduous, but there was no doubt that the office was highly prized, and the lesson was soon learned and accepted that you cannot enjoy power without corresponding responsibilities. Moreover, there were some privileges, as has already been mentioned. These, indeed, are somewhat difficult to define, but perhaps that most appreciated by the girls themselves was the attitude of mutual sympathy and co-operation which sprang up between them and the staff, together with the respect and affection with which they came to be regarded by the younger girls. One particular privilege may be mentioned. At the annual social gathering of the Old Girls' Association, prefects, though still at school, were allowed to be present. Even here they thoroughly earned the privilege, for they helped with the refreshments and enjoyed themselves none the less in consequence.

But what about the effect on the girls themselves? Indeed, the result was almost beyond the most sanguine expectations. In place of a band of somewhat discontented young misses several sizes too big for their boots, and looking forward with impatience to emancipation from school, there appeared a body of serious, busy, cheerful girls, with plenty of interest in school, anxious to remain there as long as possible, and thoroughly enjoying their life.

It was a prefect of fourteen who was overheard remarking emphatically to another prefect, "I do *hate* holidays." Moreover, it developed a surprising efficiency and power of leadership. In a case of emergency, when a teacher was ill, two prefects (it has already been mentioned that they preferred to hunt in couples) could safely be set to take a reading lesson, say with a large Standard III, or if it was necessary to leave a young class to study alone it was sufficient that a prefect took her work into the room and sat at the teacher's table, and law and order prevailed. In any sudden emergency there was always at hand a body of responsible people ready to be called upon. At the same time, care was exercised that plenty of little jobs remained for the non-prefects to do, for dear to the heart of the child is the voluntary job.

But the most delightful development of all has yet to be told, and this is where features appeared which were entirely unexpected. It has already been hinted that the playground was not ideal. Perhaps for this reason there were a rather unusually large number of those trifling accidents which are bound to occur where a large number of children play heartily together. Knees are grazed and elbows scratched in the best regulated schools, and a judicious amount of comforting and tying up has to be administered. This business was entirely taken over by the prefects, though, of course, any serious matter was still dealt with by a teacher. A bleeding nose, however, a grazed knee, or a muddled pinafore are not usually very serious matters except to the owner, and the prefects were quite ready to deal with the situation. On one occasion two prefects, who came into class some five minutes late after playtime, were greeted with a look of surprised reproach, but the explanation was forthcoming with perfect assurance: "One of the little ones fell down, and we had to see to her." Of course they had to; there was no more to be said. She had been duly sponged down, tidied, and comforted, and then returned to her class, doubtless with a word of explanation to the teacher to account for her lateness. No wonder the little ones came to regard the prefects as a species of little mothers.

As time went on, it was found that a supply of clean rags, a bandage or two, and scissors specially kept for the purpose, were desirable. Moreover, the prefects were spoiling for some fun. So it was decided to give an entertainment to the school and spend the proceeds on what was required. Supplementary dramatic talent was enlisted from a few non-prefects, and several recitations and sketches were prepared. Weeks full of mysterious whisperings and very private rehearsals followed. The program was submitted to the head mistress for approval and a little dramatic criticism, and help was invited from a member of the staff specially gifted in such matters, but otherwise the affair was managed entirely by the girls. They put up notices of the event, prepared tickets, sold them at a penny each (three in the same family for twopence halfpenny, babies in arms free, teachers threepence!), arranged for the seating, cajoled the caretaker into putting up a platform, and really showed considerable organizing power. It is true that in some respects the performance was very amateur, but what mattered? Only the school was present—no outsiders—and the audience was very well pleased and applauded enthusiastically. The proceeds provided not only bandages, scissors, a little permanganate of potash (at before-the-War prices, be it said), a sponge, and small bowl, but also a cabinet to hold them, whilst a small fund was kept in reserve to replenish the stores when necessary. In fact, nowadays it is quite interesting to fall down and hurt yourself, and be in need of first aid. Doubtless, in time other developments may appear, but, at any rate, each succeeding generation of prefects will find plenty to do and will, moreover, find happiness in doing it.

The writer knows of several elementary schools where the prefect system exists (would there were more of them!), and in some of these it is found a better practice to have prefects drawn from each class. In this case there would be no age limit, and the appointment would be held temporarily—say for a month, a term, or a year. In some the prefects are elected by their classmates. Such considerations must depend a good deal on the conditions of the school, and to some extent on its aims. What suits one school, or suits it at one time, may not prove so satisfactory elsewhere or at another time, but the system in some form or other is undoubtedly of great value in any school, and more particularly in the Elementary School.

THE Council of College Hall (University of London) have appointed as Principal, in succession to Miss Hollings, Miss T. B. Alleyne, M.A., Warden of Langdale Hall, Manchester.

THE CONFERENCE OF HEAD MISTRESSES.

THE forty-second Annual Conference of the Incorporated Association of Head Mistresses took place on June 3 at Wycombe Abbey School, by invitation of the Governors and the Head Mistress, Miss Whitelaw.

The chair was taken by the President, Miss Escott (Sheffield High School), and some 220 members attended.

After a welcome by the hostess, the Master of the Temple (Dr. E. W. Barnes) addressed the meeting.

"Women's Education in Connexion with Some Problems which will arise after the War."

Speaking from experience, both as tutor and examiner, Dr. Barnes affirmed that women no longer needed to justify their claims to higher education, but he outlined certain changes, more especially in the system of examination, which would prove beneficial to the community. The time had arrived when the teaching profession should cease to absorb so large a percentage of educated women as in past years, and it was now incumbent on the head mistresses of the secondary schools of the country to determine in what professions women were most likely to succeed, and to modify the school curricula accordingly. It was the head mistresses' duty to insist that in general every girl of the middle classes should be trained for some definite occupation in life, as had always been the case with the girls of the lower classes. Hitherto the teaching profession had absorbed far too large a proportion of educated women, to whom many new spheres, both civic and professional, were now open. No woman should be debarred from any profession by reason of her sex; limitations of capacity and temperament should be the only barriers. He doubted, for instance, if women were likely, apart from their natural fitness (with regard to which he expressed no opinion) to be admitted to the regular ministry of the closely organized churches. But with regard to the Established Church itself there was real need for the development of a regular order of deaconesses. One such should be on the staff of every large urban parish. The War had shown that women could perform efficiently many of the duties formerly assigned by custom to men. In the future, in each urban community, the school attendance officer, the factory inspector, teachers of hygiene and cookery in the compulsory continuation schools, those supervising the dental and eyesight clinics, the milk depots, and such children's amusements as the cinema, might all be women attached to one central bureau, who should work in co-operation with the women teachers of the elementary schools, the parish deaconesses, and the doctors of the local hospital. The head of the bureau would of necessity be a well educated woman, who had studied the economics of industry and was capable of cogently and persuasively putting her views before the Local Municipal Authority. Only such an efficient bureaucracy, zealously and incessantly active in its duties, could protect women and young children from the ill effects of that industrial competition which in the future was likely to be even more fierce than in the past.

To the vocations of teacher, deaconess, and social worker, on which Dr. Barnes insisted as the three indispensable openings for women in the future, he added the professions of medicine and nursing, stating that no development of women's education was so urgently needed as in those directions. It would pay the State to subsidize the medical education of women by a liberal system of scholarships, and private benefactors could not do better than to lavish money with the object of reducing the necessarily heavy cost of training girls in medicine or surgery. Further, such work as scientific research in connexion with industry, and under the auspices of the great business firms, could be undertaken by able women who had had a University education in the physical sciences. At Cambridge, before the War, the University had contained eight times as many undergraduates as women students. For the sake of the country the numbers ought in the future to be equal, and in other places where other types of education were given the same truth held. Marriage should always be regarded as the natural consummation of a woman's life, and it was wicked to ignore its influence. Yet it was hardly less a mistake not to tell girls that a large proportion of them cannot hope to marry. One effect of the War would be to increase the disparity between the numbers of the two sexes.

In conclusion, Dr. Barnes spoke of the "appalling emptiness of the life of the unemployed, unmarried, middle-aged woman, who, by sheer force of circumstances, was a parasite on the community." If every woman in the community could be trained so that her faculties were sharpened and her sense of duty quickened to serve the State, "a social Utopia would be less remote than now from our present world."

After the transaction of formal business, the Chairman (Miss Escott) moved the adoption of the report and of the following resolutions:—

"(1) That any qualification accepted by the Board of Education for entrance to a training college should carry with it a certificate.

"(2) That the Board of Education be requested to recognize as qualified for admission to a training college: (a) Candidates who have obtained a School Certificate granted by the various Examination Boards which have accepted the principles of Circular 849; (b) candidates who have not obtained a School Certificate, but at one and the same examination have passed in English, History or Geography, Arithmetic, and two other subjects (of which History or Geography may be one)."

Miss Stoneham (Preston) moved, and Miss McCrea (Stafford) seconded:—

"That as an indispensable part of any real reform of the examination system as applied to secondary schools, University and other examining bodies be approached with a view to the equalization of their standards for passing examinations drawn on the lines of Circulars 849 and 933."

Admirable papers were read by Miss Berryman (Notting Hill) on "The necessity of including European History in the School Curriculum," and by Miss Kidd (Maidstone) on "The Supply of Secondary Teachers and the Attractiveness of the Teaching Profession." Miss Strudwick (City of London School for Girls), in a paper on "Education as a Preparation for Future Work," emphasized the need of general liberal education before any specialization was attempted.

In the discussion on War Openings, Miss Douglas gave an account of what she had effected at Salisbury in the employment of her girls for haymaking and harvest, both temporarily and for the duration of the War.

Miss Faithfull (Cheltenham) contended that women were better fitted and could be more profitably employed at school in preparation and training for clerical work.

A vote of thanks to the hostess and her staff, moved by Miss H. L. Powell (St. Mary's College) and seconded by Miss Woodall (Milton Mount College), concluded the proceedings.

Later on in the afternoon an "At Home" was given by Miss Whitelaw in the grounds of Wycombe Abbey, now entirely kept by the girls and staff, under the direction of a skilled lady gardener.

INDIA.

THE province of Bengal, now shorn of much of its old dignity, continues to attract notice by the vagaries of its administration. Nowhere is this more evident than in educational affairs. "Young Bengal" provides a problem which the Government has so far failed to solve, and recent events seem to indicate that a satisfactory solution is still remote. The glaring defects of Indian Education, which are mainly due to faults of statesmanship, are all most obvious in that province, where strong and enlightened action by the Government is urgently needed. And until such action is taken, the members of the Indian Educational Service must be content to serve according to official exigencies as the buttresses or the butts of the administration.

No class has exercised a more wholesome influence, or has shown more diligence and devotion in furthering the true imperial interests of India, than has the Indian Educational Service. Its members have performed their task for the most part without social recognition, without general sympathy or appreciation, and in the teeth of much official disparagement. From time to time attempts have been made to account for this lack of consideration. In a well known work, *Education and Statesmanship in India*, published in 1911, it was suggested that the Service "necessarily suffers by comparison with the Indian Civil Service, its members being drawn from the same social classes, and having approximately equal qualifications—unless it can be seriously maintained that there is specific virtue in one more competitive examination, and the finish imparted by the crammer's art." This acute and significant suggestion was made by Mr. H. R. James, Principal of the Presidency College, Calcutta, whose departmental

career has now become a matter of intense interest throughout the Indian educational world.

It will be recalled that in 1913 a new Director of Public Instruction for Bengal was imported from the Board of Education in spite of Mr. James's undeniable claims to that appointment. On that occasion reference was made to the mischievous effect on the native mind both of this high-handed procedure and of the specious pretexts by which it was supported. Since then, doubtless through a variety of concurrent conditions, a wave of disorderliness has swept over the Bengal colleges, and at the end of 1915 there was a general movement in favour of a strike among Calcutta students. The ferment seemed to subside, but early in 1916 a European professor of the Presidency College was knocked down and kicked by a gang of students who had assembled for the purpose. A lock-out was ordered by the Government, and a committee of inquiry appointed. Mr. James had acted with firmness in fining the strikers, but he was nevertheless suspended for having, it was alleged, insulted the member in charge of education at an interview in which he had taken reasonable exception to the composition of the committee. Mr. James was afterwards transferred to another appointment, and has now gone on leave preparatory to retirement. The subsequent report of the committee has completely exonerated Mr. James and has condemned the students in the severest terms. Meantime, the offenders go unscathed, and no adequate investigation or punishment is now possible. The prestige of the educational service, previously inconsiderable in Bengal, has been rudely shaken; but the majesty, if not the dignity, of the executive has been maintained. The final issue of this sorry business has still to appear. We fear it may prove of the gravest character.

JOTTINGS.

THE third Conference on "New Ideals in Education" will take place at Oxford from July 29 to August 5. The program includes papers on "The Religious Basis of Education"; on "The Place of Science in Education," by Sir Henry Miers; on "The Boy Scout Movement," by Sir Robert Baden-Powell; on "Universities and their Re-planning," by Prof. Geddes; on "Regional Studies and Human Surveys," by Prof. Fleure; on "Workmanship and Education," by Mr. Henry Wilson; on "Open Air Schools," by Dr. Crowley; on "The Examiner Examined," by Mr. John Russell; and others. Among the chairmen are the Earl of Lytton, Lord Sydenham, Sir William Mather, and the Provost of Oriel, the Master of University. By kind permission of the Master and Fellows, the meetings will be held in University College Hall, at 10.30 a.m. and 6 p.m. daily. Lady Margaret Hall and St. Hilda's Hall are already reserved for members of the Conference. St. Mary's Hall has been taken for forty-nine more members. All information can be obtained from the Secretary, 24 Royal Avenue, Chelsea, S.W.

SUMMER SCHOOL OF FRENCH.—At the request of the Board of Education a Summer School of French is being organized at Bedford College for Women, from August 29 to September 12. The course will comprise lectures by eminent French men and women, on "Literature," "Present-day Social Conditions," "Linguistics," and "Methods of Teaching Abroad and at Home." Ample opportunities will be given for the practice of conversation and phonetics. The full course is intended for teachers only. For further particulars apply to Miss Batchelor, Bedford College, Regent's Park, N.W.

ROLL OF HONOUR.—Lieutenant R. C. A. Gow, H.M.S. *Defence*, youngest son of the Head Master of Westminster School; Lieutenant C. D. Fisher, R.N.V.R., H.M.S. *Invincible*, an Oxford tutor and brother of the Vice-Chancellor of Sheffield University, were lost in the naval battle off Jutland. Captain C. F. Ellerton, Cheshire Regiment, Assistant Master successively at Liverpool College, Eastbourne College, and Radley College; Trooper Maurice White, South African Horse, formerly Assistant Master at King William's College, Isle of Man, and afterwards Inspector of Education in South Africa; Second Lieutenant H. J. Thorns, Berkshire Regiment, Music Master at Tettenhall College, have been killed.

Lieutenant A. P. Selwyn, Royal Flying Corps, son of the Rev. E. C. Selwyn, formerly Head Master of Uppingham, was killed while flying on May 18. Captain Leslie Woodroffe, Rifle Brigade, who died of wounds received on June 1, was one of three brothers who have been killed in the War. They were all educated at Marlborough College, and were all Head of the School before leaving. Captain Leslie Woodroffe gained a Classical Scholarship at University College, Oxford, where he took a first class in Moderations and a second in Lit. Hum. He was an assistant master at Shrewsbury School until the outbreak of the War. He was given a captain's commission in the Rifle Brigade at Christmas, 1914, and proceeded to the front with his battalion in the following May. He was severely wounded at Hooge in the following July, and was awarded the Military Cross. His younger brother, Second Lieutenant Sidney Woodroffe, Rifle Brigade, was killed in this engagement, and was awarded the Victoria Cross. Captain Leslie Woodroffe, having recovered from his wound, returned to the front on June 1, and was again wounded on the day of his arrival; he died in hospital three days later. Another brother, Lieutenant Kenneth Woodroffe, Rifle Brigade (the Cambridge Cricket Blue), was killed at Neuve Chapelle in May last year, and was mentioned in Lord French's dispatch.

WE congratulate University College School, Hampstead, on the appointment of Mr. Guy Kendall as Head Master, in succession to Dr. J. H. Spenser. It was under Dr. Spenser that the School, in 1907, was transferred to its new quarters from Gower Street, where, in spite of financial difficulties, it had greatly flourished under its two latest Heads, Mr. H. W. Eve and Mr. J. L. Paton, now of the Manchester High School. In spite of a fine site and splendid buildings it has hitherto failed to attract members. Mr. Kendall, who won the Newcastle Medal at Eton, came to Magdalen as a Demy in 1895, and took a First in Moderations and Classical Greats. After a short apprenticeship at Manchester, he joined the staff of Charterhouse, and is at present Head of the Modern Side. Though by training a pure classic, he is, as our readers know, a man of broad views and wide sympathies. There was a large field of candidates, reduced by the Committee of Selection to two, and the final choice of the Governors was unanimous.

SIR HENRY MIERS, in his Annual Report as Vice-Chancellor to the Manchester University Court, mentioned among the characteristic developments resulting directly from the War, the opening of the Museum to classes of children from the City Schools. In this way about a thousand children passed through the Museum. He hoped that the practice would spread to other towns (e.g. London). As to the depleted University, he said that women had to a great extent saved the situation.

THE London School of Dalcroze Eurhythmics has issued its first Report. The Society now numbers 280 members, and it is reckoned that there are now well over 1,300 pupils, mostly children, receiving regular instruction in the method. The London School, under the direction of Mr. and Mrs. Percy Ingham, has now on its staff sixteen Diplômées and Certificated teachers. A demonstration by students at Stratford-on-Avon has been arranged for Monday, July 31. Subscriptions should be sent to the Hon. Secretary, Mrs. Eckhard, Broome House, Didsbury, Manchester.

"Kosovo Day" was celebrated on June 28, too late for *The Journal* to record what was done, and we can only wish the movement, under the direction of a strong Committee, the success that it deserves. For more than five centuries has Kosovo been kept in Serbia as at once a day of national mourning and a declaration of unconquered independence. England has done much for Serbia, and the War can show no nobler deeds of heroism than those of British doctors and nurses in the winter retreats of the Serbs across the snow-clad mountains of Albania. Masters and mistresses who would tell the story to their pupils will be supplied with suitable pamphlets, &c. (some by Dr. Seton-Watson), by the Kosovo Day Committee, 50 Parliament Street, S.W. In France, on such a day, £36,000 was collected in children's pence.

SPEAKING, on May 27, at Manchester University, at the Conference arranged by the North-Western District of the Workers' Educational Association, Miss Margaret Ashton made some pertinent remarks on educational economies. "Other kinds of economy," she said, "were recoverable in after years, but the children who were robbed to-day were robbed for the whole of their life. Thousands of fathers had gone to the War, the mothers were being told to go out and work; yet now, when home control could be maintained with difficulty, was chosen as a time to lessen school control also. If women filled the places of men, the majority

would desire to return to their homes, but it was folly to think they would be able to get the children back into the schools." Miss Ashton pointed out that one did not hear any talk of taking children from the great public schools and putting them into industry—all these changes were aimed at the working classes.

THE Stratford-on-Avon Conference of Teachers of English, announced last month, will be held from August 7 to 12. The program includes papers by J. H. Fowler on "The Teaching of Composition"; by Miss M. G. Jones (Alexandra College), on "The Literature Lesson"; by Dr. Stanley Leathes on "Examinations in English." Prof. Rippmann will hold lectures on "English Phonetics," and also in connexion with Miss Elsie Fogerty's Summer School of Speech Training. Monday, the 7th, will be devoted to an open discussion of "The Ideal School Edition of Shakespeare," over which Sir Sidney Lee will preside. The fee for admission to the Conference is 10s.

THE Central Bureau for the Employment of Women and Students' Careers' Association have issued their report for 1915. In the Registry Department there has been a large increase, and the Loan Fund has proved of great benefit.

CAMBRIDGE SUMMER MEETING.—To our notice of last month we may add that accommodation for women students can be obtained at Newnham and at the Cambridge Training College at an inclusive charge of £3. 10s. Forms of entry and further information will be supplied on application to the Rev. Dr. Cranage, Syndicate Buildings, Cambridge. The price of tickets for students in general is £1. 5s., but large reductions are made for working men and women and for Extension students who have obtained the University Certificate.

FROM Cambridge we hear that, while the undergraduates are reduced to about a tenth of the usual numbers, most of them Orientals, Girton and Newnham are as full as in peace time.

SAFE NOVELS.

Jerusalem: a Novel from the Swedish of SELMA LAGERLÖF. Translated by VELMA SWANSTON HOWARD. With an Introduction by HENRY GODDARD LEACH. (Laurie.)

Habent sua fata libelli! In 1903 Mr. W. Heinemann published an excellent translation of *Jerusalem*, by Tessa Bröchner, that revealed to discerning Englishmen in the obscure Swedish schoolmistress a new writer of romance worthy to take rank with Charlotte Brontë and George Eliot, and this judgment was confirmed when in 1909 the Nobel Prize in Literature was awarded to Selma Lagerlöf. Now, in 1916 we have what purports to be a new translation of *Jerusalem*, with an introduction by a gentleman who dates from Villa Nova, Pennsylvania. Between the two translations there is little to choose, and of the two we prefer the older as simpler and free from some ugly American idioms, but this is a trifle. What needs explanation is the presentment of the half as if it were the whole, without a word to warn readers either that they have here only the first half or that there is more to follow. We can only suppose that Mr. Werner Laurie was as ignorant as were several of the reviewers both of the original work and of the previous translation.

COLONIAL AND FOREIGN NOTES.

FRANCE.

With no end in sight, all the nations are bethinking them of their housekeeping when the War is ended. We are concerned here, not with State economy in general, but with France and with the school. *L'Ecole après la guerre* is the subject of a Report presented to the (Catholic) Société générale d'Éducation by the Abbé Duplessy, who sees signs that the struggle will at least mitigate the bitterness of the great religious and educational quarrel in France. The soldiers will bring home the habit, learned in the trenches, of toleration and mutual respect. The spirit will beget a reality. "La politique de demain," quotes the writer from M. Ferdinand Buisson—an *abbé* embracing M. Buisson is in itself a prognostic—"ne fera que transporter dans la vie publique l'état d'âme de la tranchée." The will to peace on the part of the combatants will be obeyed the more

readily as being in accord with the feeble desires towards peace (*veilles de paix*) of the non-combatants. Rulers will have to yield to the impulse so given. Private (that is, Catholic) schools will no longer be threatened with extinction. State schools will remain lay schools; but lay does not mean hostile to religion. *L'école officielle* and *l'école libre* should be able to live side by side, not as enemies, but as institutions pursuing the same end by different methods, alike zealous in cultivating the sentiment of fraternity in France.

What effect the War will have on our English "religious difficulty," of late happily dormant, we do not

(II) *Continuation.* prophesy, the devil and his creations being possessed of much vitality. In the hope that it will influence education in another way (entrance on which we have long urged) we tell what France is contemplating in that direction. A Bill has been introduced into the Senate by M. Astier, with the support of 177 of his colleagues, to organize technical, industrial, and commercial instruction. It has five sections. The first four codify existing law, with two important innovations: the creation of *écoles de métiers* by Chambers of Commerce with financial aid from the State, and the organization of private schools, which, receiving grants, will co-operate with public institutions in the work of technical instruction. It is the fifth section that is most significant. It proposes to establish for boys and girls, under eighteen years of age and employed in commerce or industry, *free and obligatory* continuation courses. These courses would be arranged by local committees in communes designated by the Minister of Commerce, commune and State both contributing to the cost. Employers of labour would be empowered to establish their own courses and, if they pleased in their own factories. Lessons would be given, *as a principle*, during the legal working-day, at the rate of four hours a week, or one hundred a year, at the least. Masters would be required to free their young work-people for attendance. After a three years' course pupils would be admitted to compete for a *certificat d'aptitudes professionnelles*; failing to obtain it they would receive an attestation that they had attended continuation classes for three years and were thenceforth exempt.

It is a far cry from a Bill to an Act in operation. Yet we welcome the indication that France is moving.

In England.

Let us glance for a moment at England. It will be remembered that, when the Departmental Committee on Education after the War was appointed, the terms of the reference were that the inquiry should have regard particularly to the interests of those—(1) who have been abnormally employed during the war; (2) who cannot immediately find advantageous employment; (3) who require special training for employment. Thus it appears that the Board of Education has once more succeeded in blinding the Minister; for it is the essence of the Vocationalism that *every* child requires special training for employment. We cannot repeat in a paragraph all that we have written on this subject. Yet we take the opportunity of laying stress on three points of our contention: (1) Compulsory continuation (introduced—as we propose—by stages) would be more acceptable if it were mainly vocational; (2) Vocationalism implies increased intensity in chosen studies or pursuits, but does not exclude general culture; (3) The pedagogic problem how to combine liberal with vocational education, remains. Can we in making, for example, the perfect carpenter make the perfect man? Or, rather, can we make the perfect carpenter *without making the perfect man*? Both in France and in England we shall learn by experiment what it is possible to do. Why, we ask once more, will they not let us reach the experimental stage?

We have told how the French girl is going to the front of commerce; let us add that there has been founded for her at Paris a special *Ecole des Hautes-Etudes commerciales*. In agriculture, too, she

Agriculture and the Girl.

is to play a new part. Daughters will be left after the War to cultivate their fathers' lands and many young women in towns are looking to the country for health and livelihood. To meet the new want *La ferme-école de la Pilatière*, the first of its kind in France, has been established in a beautiful part of Poitou. A scheme of theoretical and practical studies for it has been approved by the *Société Nationale des Agriculteurs de France*, and its pupils will learn not only how to cultivate land, but also the indispensable elements of physics, chemistry, botany, law, agricultural book-keeping, social economy, and hygiene. Three classes of students are contemplated:—(1) girls of eighteen (board 1,500 francs a year); (2) *élèves professionnelles* (paying 1,000 francs a year); (3) *aides-ménagères*, admitted at fifteen and charged only 350 francs. Lastly, arrangements will be made for summer students paying 200 francs a month. The pupils will be trained to manage a house as well as to work a farm.

But there is to be no general seduction of girls from literature.

Latin.

Their friends crave more Latin for them and see in them the saviours of humanism. It was said lately: "C'est par le féminisme que l'humanisme reviendra en faveur. L'étude du latin est un commencement de revanche sur l'affreuse Kultur." Not ours the responsibility for such utterances. In the *Revue pédagogique* (lxviii, 4) M. Lucien Lavault pleads for Latin in primary education.

UNITED STATES.

The General Education Board, a creation of Mr. John D. Rockefeller, proposes to reform education by eliminating the formal teaching of mathematics, grammar, Latin, Greek, "useless historical facts," and

Criticism invited.

"obsolete and uncongenial" classical English authors. It invites criticism of a scheme, elaborated by its Secretary, Mr. Abraham Flexner, for a "modern school." Says Mr. Flexner: "Apart from reading, writing, spelling, and figuring, the curriculum would consist of actual activities in science, industry, aesthetics, and civics. The work in science would be the central and dominating feature." "Such evidence as we possess," he adds, "points to the futility of formal grammar as an aid to correct speaking and writing." Again, "it is useless to inquire whether a knowledge of Latin and mathematics is valuable, because pupils do not get it; and it is equally beside the mark to ask whether the effort to obtain this knowledge is a valuable discipline, since failure is so widespread that the only habits acquired through failure to learn Latin or algebra are habits of slipshod work, of guessing, and of mechanical application of formulæ." His "modern school" would give practical training in one or more living languages, and would use translations and adaptations from all foreign languages, old and new. Every exercise would be a spelling lesson. The children would begin their work by making acquaintance with trees, plants, animals, hills, streams, and rocks, and they would learn to care for animals and plants. In the next stage they still keep their eyes on plants and animals, studying them more biologically, and would begin experiments in physics, chemistry, and biology, including among the appliances that they used a fireless cooker, a camera, and a wireless telegraph. Mr. Flexner imagines a "modern school" in New York City, and points out the rich materials afforded by the harbour, libraries, museums, theatres, and so forth. At present, he says, children living in this instructive environment get, for the most part, precisely the same education as they would be getting in Oshkosh or Keokuk.

Farmers of the old school are contemptuous of formal instruction.

The Teaching of Agriculture.

A scientific lecturer having addressed a farmer's institute heard one of his auditors say: "Let them blow, John! They can't hurt us none." But the United States is reaching the young, and the Board of Agriculture issues papers to "correlate" teaching in agriculture. That for May and June may serve as an example. By way of physical exercise the children, it is recommended, should visit orchards to observe the spraying for moths, or range the fields to study birds in their relation to farm crops. As a language lesson they should write reports on the planting or on their excursions afield. In arithmetic their exercises should include problems of ploughing and harrowing together with calculations of the cost of crops in respect of land-rent, fertilizers, seed, and labour. Geography might offer them, for example, a knowledge of the place of origin of insect pests, or show them pictorially farming operations in various foreign lands; whilst history developed the progress of agricultural methods and appliances. For literature there should be put into their hands such pieces as *The Farmer's Creed*—Mann; *The Pea Blossom*—Anderson; *A Song of the Oriole*—Howells; *Blessing the Cornfield*—Longfellow (*Hiawatha*); *The Birds of Killingworth*—Longfellow; *A Day in June*—Lowell.

The tendency in the United States is all towards Vocationalism.

Paper-making at a University.

The publishers' lists contain many such books as Doley's *Vocational Mathematics* and Bengston and Griffith's *The Wheat Industry, for the Use of Schools*. The Universities are no less affected by the movement than the schools. Thus the University of Maine is training men for the paper-making industry. Instruction in the manufacture of paper and paper pulp was given by it first in 1913, and from the beginnings then made a separate, four years' course has been developed, based on the fundamental chemical and engineering subjects. The processes are conducted in the laboratory of the University as they are in a mill; but the student must spend at least one undergraduate vacation in an actual pulp or paper mill, where he puts on overalls, takes orders from a foreman, and earns two dollars a day. Here is an example of the academic work. A student receives a sample of writing-paper. He makes and reports various

tests, then calculates the amount of rag, wood-pulp, size, &c., needed to make 1,000 lb. of paper of the same kind. The University looks forward to the possession of a model paper mill of semi-commercial size, such as that with which enthusiastic and generous paper-makers and paper machinery builders of Germany have equipped the excellent schools of paper-making at Darmstadt and Eberswalde.

In James B. Angell, who died at the age of eighty-eight, the United States has lost a great educator—a pioneer in developing co-education and the system of State Universities. Head of the University of Vermont and then of the University of Michigan, he reigned as a University President in all for forty-eight years. He was a recognized authority on international law, and represented his country as Minister, first in China (1880-81), and afterwards in Turkey (1897).

CANADA.

"It is gratifying to report that the War, with its trials and burdens, has not diminished popular zeal for education," writes the Ontario Minister of Education in dealing with the year 1915, and issuing the school statistics of the province for 1914. He can print a goodly list of teachers who have enlisted for service beyond the seas. But Ontario has exhibited also a high form of patriotism in caring for its children at home; nor have the people slackened in their efforts to secure qualified teachers, to increase salaries, and to erect new buildings with modern equipment. Moreover, the teachers have gladly discharged the duty incumbent upon them to instruct their pupils in the issues and events of the conflict in which Canada is playing so glorious a part. A sequence of pamphlets entitled *The Children's Story of the War* circulates in the schools.

A steady improvement in the professional status of teachers employed in elementary schools is apparent. The Province is paying better salaries; the sum applied to the payment of teachers in public schools has been more than doubled in the decade of years from 1904 to 1914, standing at 7,203,034 dollars in the latter year, when the average salary of a man teacher was 875 dollars and of a woman teacher 604 dollars. To train the growing number of candidates the staffs of the Normal schools had to be strengthened. As to the attendance of the children, the enrolment showed an increase in 1914 of 13,595 on that in the previous year. The condition of the (131) continuation schools remains satisfactory; the attendance has risen to 6,069, nearly half the pupils being sons or daughters of farmers. Ontario sees the importance of these schools and is through them providing for the vocational needs especially of the rural communities. The (161) high schools and collegiate institutes, which serve all classes of the people, have also an increased population. Provision is made for systematic physical exercises and drill, and the Report observes: "An increase in the number of cadet corps is anticipated whether or not any steps are taken in the future by the State to make this form of training compulsory in all schools." In fine, all is well in Ontario.

QUEENSLAND.

The Queensland teachers have two desires in which we cordially sympathize with them. They would have the registration of schools and teachers. At present any person of whatever character or attainments may set up a seminary in any building that he chooses. We doubt whether that is now possible in Timbuctoo! Again, they ask for an Appeal Board, to which disputed matters affecting the position or welfare of the teacher might be referred and on which the teachers were fairly represented. Some years ago we proposed for England something analogous to the French Conseil supérieur. It was to deaf ears.

POLAND.

From Vilno it is reported that a Society for Polish Education has just been founded to exercise control over Polish schools, and to provide them with books and primers. This Society controls ten secondary schools, thirty popular schools, and numerous professional schools and courses for teachers. At Warsaw the German authorities have confiscated all books concerning the Polish Legions, as well as many dealing with the independence of Poland. An address to the Supreme German Civil Council by the Council of the Jewish community in Warsaw urges the free teaching of Polish to Jewish children, who are at a great disadvantage if they can speak only Yiddish.

INDIA.

In February, Lord Hardinge laid the foundation stone of the All-India Hindu University at Benares. This will give India six Universities, or one for every 52 millions of her people; in the United Kingdom there is a University for every two and a-half millions of the population. Of the five older Universities, three (Calcutta, Madras, Bombay) were incorporated in 1857, the fourth (Punjab) in 1882, and the fifth (Allahabad) in 1887. On the last of these dates the population numbered 260 millions; it is now 315 millions. It still takes about 25,000 of the population to provide annually a pupil qualified for admission to a University, and each year only one B.A. is produced for every 100,000 inhabitants.

Since his appointment in 1910 Lord Hardinge has steadily promoted the cause of education; under his administration the expenditure has risen by 50 per cent. Both he and Sir Harcourt Butler have taken a very keen interest in the Benares scheme as an experiment in denominational management. The latter has now been succeeded as Minister for Education by Sir C. Sankaran Nair, a distinguished Madras judge, and the former will give place to Lord Chelmsford, who has already gained some reputation in the educational administration of London. It is now the declared policy of the Government that the number of Universities should be increased: the spirit is dead that prevailed when the last Universities Commission asserted that it was in the best interests of India that there should be only a small number of highly educated men.

In the near future the number of Indian Universities will probably be doubled. The University of Dacca will shortly come into existence. The schemes for the Central Provinces and Bihar (Nagpur), for Bihar and Orissa (Patna), and for Burma (Rangoon) are all in active preparation. The native State of Mysore has formulated plans for a University of its own, thus giving Southern India the prospect of a second institution. The scheme for a Moslem University at Aligarh has been delayed by the promoters' hesitation over the degree of control to be exercised by the Government, but their misgivings will be overcome. Before long, therefore, each of the ten great provinces of India will have at least one University at a convenient centre, and the accepted principle of territorial jurisdiction will then be more readily applicable than it is at present. And, what is of more importance, the development of the residential and teaching aspects of University life, as distinct from mere examination, will be quickened, and the level of Indian academic activity appreciably raised.

UNIVERSITIES AND SCHOOLS.

LONDON.

The presentation of graduates on May 10 was carried through this year "with maimed rites," sans flowers and bells and the other accessories usually associated with the ceremony. The report of the Vice-Chancellor (Sir Alfred Pearce Gould) referred in detail to the services which the University had been able to render in connexion with the War. 2,031 Cadets of the O.T.C. had proceeded to commissions, of whom 89 had fallen in the War, and the honours conferred included 1 C.B., 1 V.C., 30 Military Crosses, and 78 mentions in dispatches. It was not possible to give general statistics of War service for graduates and students, but some 600 members of the staffs of Colleges and Institutions of the University, and 6,000 past and present students had answered the call, and 226 had been killed in action or died of wounds since last Presentation Day. There was necessarily very little to report in regard to academic developments and benefactions. Lord Rosebery impressed upon the University once again the need for self-help. "We shall do far better," he said, "by co-operating together, without distinction of party or section, to make the University of London worthy of its name, without hoping for much assistance from Government, or even from County Councils." The usual service was held at Westminster Abbey after the presentation, the Archbishop of Canterbury being the preacher.

Toward the end of May the University was honoured by a visit of a party of French professors, headed by M. Joubin, Recteur de l'Académie de Lyon. A thorough inspection was made of the work in progress, both at headquarters and in the various Colleges.

The King has congratulated the University, through Lord Stamfordham, upon the important part it is taking in connexion with the War, not only in actual military service but in science and research.

Mr. Fitzmaurice-Kelly has been appointed to the new Professorship in Spanish, tenable at King's College. Dr. A. F. Pollard has

been appointed Creighton Lecturer for 1916-17, and will lecture on "The History of English Military Service."

The Royal Charter has been issued to the new School of Oriental Languages at the London Institution, Finsbury Square, and the first meeting of the governing body has been held.

OXFORD.

We have now come to the end of a second academic year of the War, and are mostly wondering what will be left of the University next term. We may hope that this summer will not end without the end of the War being at least in sight. It will be a long time at the best before we get our men back from the War, but no doubt when the end is in sight we may begin to get Freshmen again. Whatever happens there will certainly be a remnant of undergraduates next term. For the University has by this time found its war level. There are now naturally no undergraduates eligible for military service, and the numbers, made up as they are of aliens and invalids and young men who are spending the time between eighteen and nineteen in starting their University and qualifying for entrance to a cadet battalion, will probably remain much the same as they have been this last term.

There has been some discussion as to how far it is worth while going on in these circumstances, and more talk of the possibility of several Colleges amalgamating, but nothing has been or is likely to be decided. The teaching staff has, after all, decreased in proportion with the undergraduates. There are certain parts of the University, the science and medical faculties, which are as much wanted in war time as in peace. Any arrangements for "stopping the University" in such a way that it could easily be set going again when wanted, would certainly be as expensive as keeping it going in its present state. Council continues its policy of getting all Professorships and Readerships suspended when they fall vacant.

There seems a good chance of the University surmounting financial difficulties much more successfully than was anticipated. Among the many gifts that have come to relieve the stress, the University has this term to acknowledge donations of £100 each from Mansfield and from Manchester College, two institutions which, though not formally Colleges of the University, have played of late years an increasingly distinguished part in it. To return to the suggestion as to the amalgamation of Colleges. The practical difficulties are great. A man of great energy and personality could probably get the thing done, but such men, whatever their age, are all absorbed in War work of some kind. Meanwhile the increased number of officer-cadets is filling many of the Colleges and helping them to carry on. There are now two Officer Cadet Battalions and a large Flying Corps School in Oxford.

There has been no very important legislation this last term, but there are rumours that proposals for reconstruction after the War are occupying attention. Schools will probably be very different after the War, and the University will have to accommodate itself to some extent to the changes. What we want more than anything else is the formation of a great school of political studies and the reform of the Pass Schools. There is good hope of the first, less signs of the second. At the worst all that will happen will be that compulsory science will be introduced, with the effect, though not with the purpose, of bolstering up compulsory Greek. The critical time for reform will be when the younger teachers come back, and before the full work of the University has begun again.

Perhaps the most notable event of the term has been the opening of the new Chemical Laboratory—the Perrins Laboratory, as it is to be called after the generous donor—a fit complement to the new statute on Chemistry, from which so much is hoped. Work in it is already in full swing, and much valuable and important work for Government is being done there.

We have to mourn the loss not only of the young killed in action, but also of older and distinguished members of the University—Professor Napier, Professor of Anglo-Saxon, one of the greatest of our scholars, who had made Oxford a centre of philological study; the Rev. H. F. Tozer; and Prof. W. R. Hardie, who, though a Professor at Edinburgh, will long be remembered for his work as a tutor of Balliol. Two notable University figures must be mentioned. Mr. Moon, for many years Bedell in Arts, and well known to many generations of the University; and Mr. Molyneux, the editor of the *University Gazette*.

WALES.

The University Commission is at present in Wales visiting the three University Colleges and, by means of informal conversations with some of the leading educationists, endeavouring to gather information

which will guide them in their deliberations. The formal inquiry will take place in London in September, when evidence will be heard on all the chief points of interest and importance.

The most controversial question, and the most fundamental, which the Commission will have to solve is whether it is advisable that the federal system shall be perpetuated. The whole future of the University depends on the reply which the Commission will give to it, and there is therefore a certain amount of anxiety as to the attitude which they will adopt with regard to it. The federal system has its drawbacks, no doubt, particularly on the administrative side, as it entails a great deal of travelling and consequent expense. On the other hand, it is undeniable that no University system would have been possible except under the present scheme, as there is no large centre of population in Wales, like Manchester, Liverpool, or Leeds, with sufficient resources to maintain a properly equipped University. Cardiff claims, it is true, that its population and wealth justify it in demanding a University of its own, and the Senate of the University College are understood to be unanimously in favour of breaking up the federal system, and are supporting the plea for a separate University. The Council, on the other hand, are divided in opinion on the question, and the majority believe that the breaking up of the University would be a serious disaster. The Commission has also paid an informal visit to the Swansea Technical College, where they inspected the equipment and interviewed some of the leading business men in the district. A strong case has been made for the inclusion of this Institution in the University, and it is hoped that the Commission will be prepared to report favourably on its claim.

The University had resolved to confer a degree *honoris causa* on the Right Hon. W. M. Hughes, the Prime Minister of Australia, at a special meeting of the Court in London; but, in view of his many engagements and the alteration of his plans by a change of date in the Paris Conference, it has been found necessary to abandon the project. At the next Congregation on July 15, honorary degrees will be conferred on Mrs. Mary Davies, Sir Owen M. Edwards, Rev. Prof. H. M. Gwatkin, Mr. H. K. Jordan, and Dr. Henry Owen.

The Central Welsh Board have issued in pamphlet form—"To-day and To-morrow"—all the memoranda which the special sub-committees of the Board have published. These have been circulated among Welsh Education Authorities for their consideration and criticism. The questions to which the attention of the Local Authorities is particularly directed are: (1) Whether any amendments are desirable in the constitution and powers of the Central Welsh Board, and whether the time has now arrived for the institution of a Welsh Authority vested with more responsibility as contrasted with the present centralized powers of the Board of Education in reference to Parliamentary grants; (2) what modifications are desirable in (a) the Examination system, (b) the Inspection system in vogue under the Welsh scheme? (3) is the instruction imparted in the secondary schools the most helpful possible, having regard to the length of stay of the pupils? (4) whether it is desirable to make combination between schools and counties more easy, especially for the purpose of technical education and differentiation of schools.

The memoranda are designed to assist members of Education Committees to appreciate the objects of the inquiry and to supply them with data to enable them to arrive at a considered judgment with regard to these problems at this stage in our national educational evolution. As the Board are also of opinion that there are so many urgent educational problems to be solved that the desirability of an early Government inquiry is clearly established, they would therefore welcome comments from Local Authorities as soon as possible.

The two most important memoranda are those dealing with the history of Secondary Education in Wales and the proposed constitution of the new Education Council. From the former we learn that in 1896 the number of pupils was 3,367, and in 1915-16 the number had increased to 16,106. In 1897 there were 135 assistant masters and 148 assistant mistresses in the Welsh Intermediate Schools. Of the assistant masters, 54 (or 40 per cent.) possessed no University degree, while 52 per cent. of the assistant mistresses were without this qualification. In 1914, only 22 per cent. of the assistant masters had no degree and 29 per cent. of the mistresses—a much more satisfactory state of things. In 1898, the average salary of an assistant master was £117 19s. 2d., and of an assistant mistress £98 4s. In 1914 the corresponding figures were £156. 2s. 9d. and £125. 15s. 4d.—figures which show considerable improvement, but which are very inadequate even yet.

The constitution of the new National Council is on the lines of

(Continued on page 404.)

The University Commission.

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the Bill drafted by Sir D. Brynmor Jones. It seeks to obtain for Wales practically complete educational autonomy, and therefore is certain to give rise to much controversy and opposition. Among the objects aimed at is the abolition of the control of the Welsh Department.

The Central Welsh Board will discuss the memoranda, as well as the resolutions of the Committees, at their next annual meetings, to be held next November.

SCOTLAND.

Miss Muriel Smith, Lecturer in German, has instituted a class to enable War workers and others to read and translate German scientific texts. Provision has been made for extending the equipment of the Physiology department at St. Andrews, in anticipation of an increase in the number of women medical students next year. University Hall, the residence for women students, is to remain open during the summer vacation for the accommodation of women War workers.

The Senate has resolved to confer the following honorary degrees:—D.D.: The Rev. Joseph Mitchell, B.D.; the Rev. Robert Munro, B.D.; the Rev. Frederick Platt, B.D., Tutor in Theology, Handsworth College, Birmingham; and the Rev. George Walker, B.D. LL.D.: Mr. William E. Clarke, Keeper of the Zoology Department, Royal Scottish Museum; Mr. Charles T. Clough, M.A., Geological Survey of Scotland; Mr. Robert B. Don, M.A., member of Council of University College, Dundee; Mr. Lewis R. Farnell, D.Litt., Rector of Exeter College, Oxford; Mr. Cargill G. Knott, D.Sc., Lecturer in Applied Mathematics, University of Edinburgh; Emeritus Professor Musgrove, M.D., St. Andrews; and Mr. William R. Scott, D.Phil., Professor of Political Economy, University of Glasgow.

The proposed draft Ordinance for degrees in Education has been submitted to the University Court, which has deferred consideration of it for a month. As the number of woman students of Medicine has been doubled during the present session, the Court has given authority to make additions to the equipment of Queen Margaret

College, especially in Anatomy and Chemistry. The bequest of £5,000 by the late Lady Kelvin is to be used for the establishment of a Kelvin Research Fund, for the purchase of apparatus and materials required for research in the Natural Philosophy department. Edinburgh University has presented to the library of Glasgow University a graduation thesis for disputation in the year 1671, which was found in a volume in the Edinburgh library. The late Mrs. Edward Caird has bequeathed her husband's books on Philosophy to the library of the Moral Philosophy Class.

At a special meeting, called by requisition, the General Council resolved to petition both Houses of Parliament to present addresses to the King, praying His Majesty to withhold his assent from the Preliminary Examination Ordinance. The objections raised against the Ordinance were those which have been considered and discussed by all the Universities during several years. The Universities, independently and in conference, have decided almost unanimously that these objections either are unsubstantial or are met by the provisions of the Ordinance. The existing Ordinance makes no provision for any changes in the subjects of examination or in the methods of conducting the examinations, while the new Ordinance gives full power to the Universities to modify the examinations from time to time as may be found desirable. This fact, which the objectors never mention, destroys practically the whole of their case, and it is most unlikely that the agitation for recall of the Ordinance will have any success.

It has been decided that no appointment shall at present be made to the vacant Chair of Humanity. Lord Dundas has resigned his office as a Curator of Patronage. Emeritus Professor Sir William M. Ramsay is delivering his first course of Gifford Lectures on "The Development of Religious Thought and Rites in the Borderlands between Greece and the East."

Delegations of French University Professors were received and entertained at Edinburgh and Glasgow Universities on June 8.

The St. Andrews Committee has made arrangements for a Summer School in Modern Languages, to be held at St. Andrews University from August 1 to 25. Among the languages included in the program are Russian and Spanish, in each of which there will be courses

(Continued on page 406.)

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of sixty hours. At a meeting of the Glasgow Committee it was reported that by March 1, 1916, every student in the Training College who was eligible for military service had enlisted or been attested. All the College lecturers and members of administrative staff who are of military age have offered their services. The number of students trained under the Committee during the current session was: For the General Certificate, 941; for the qualification as teachers of higher subjects (secondary education), 37; and for the qualification as teachers of Art or of Domestic Science, 254. The Education Department has limited the number of candidates for the teachers' certificate who may be enrolled at the Glasgow centre to 500 per annum. Preference is to be given in the first place to graduates, and in the second place to holders of the full Leaving Certificate. Miss Ethel L. McKnight, M.A., Secretary of Bedford College, London, has been appointed Principal Lady Warden of the new Hostels for Women Students at Craigmillar Park, Edinburgh.

IRELAND.

As usual, the Board of Trinity College met on Trinity Monday, June 5, for the annual election of scholars, but not, on this occasion, of a Fellow, no Fellowship examination having been held this year. Ten Scholarships were awarded, two in Classics, four in Mathematics, one in Experimental Science, and three in Modern Languages. Of these, three fell to women students: one (third place) in Mathematics, and two (first and second places) in Modern Languages. The customary festivities were wanting this year, but the students let off steam by lighting a bonfire in "Botany Bay."

The Donnellan Lectures were delivered this term by Bishop Boyd Carpenter, who gave three interesting addresses on the study of Dante, the first being devoted largely to Boethius, whose great work seems in these latter days to have fallen into an undeserved oblivion. There was a large public attendance at the lectures. Bishop Boyd Carpenter also preached in the College Chapel on Sunday, June 18.

The annual distribution of prizes took place at Maynooth College on June 20, Cardinal Logue presiding. The students received

much sage advice from Monsignor Hogan, the President of the College, who told them that the Church wished her young priests to be "docile, and respectful towards all legitimate authority," and from the Cardinal, who recommended them especially "the virtue of prudence, in act and word."

At the annual meeting of the Maynooth Union, held at Maynooth College on the following day (June 21), Cardinal Logue again presided, and, in speaking of the late disturbances, took the opportunity of defending both the Gaelic League (of which he declared himself an enthusiastic supporter) and the National teachers as a body from the charges of seditious propaganda which had been brought against them by certain of the witnesses before the recent Commission of Inquiry, as well as in other quarters since. So far from propagating disloyalty in the schools, the Cardinal considered that the teachers were fettered even in teaching that legitimate patriotism which was regarded as a necessary and proper element in education in England and Scotland. He had been much struck with the difference in this respect between schools in Scotland and schools in Ireland.

The title bestowed on the recent rising by the Provost of Trinity in a letter to the press, of "a schoolmasters' rebellion," has become a current phrase since, and has no doubt contributed to the suspicion under which the National teachers have fallen. The *Times*, in its Educational Supplement of the 6th inst., states that the *Sinn Féin* leaders set themselves to capture the schools, that the decline in the prestige and authority of the Board of National Education, which coincided with the Birrell régime, has been accompanied by the growth of a spirit of disaffection, and that not only primary teachers, but lay teachers in Roman Catholic secondary schools, have helped to spread the infection. So serious are these charges that the Commissioners of National Education have decided to hold a representative Conference to consider them. At the late meeting of the General Assembly of the Presbyterian Church in Belfast, the connexion of the national system of education with the *Sinn Féin* rising was discussed, the textbooks employed in the Christian Brothers' schools were criticized, and the total abolition of Irish history teaching was suggested.

To some it seems that the recent events furnish rather an argument for promoting—on proper lines—the teaching of Irish his-

(Continued on page 408.)

These School and Teachers' Advertisements are continued from page 374.

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tory in Irish schools, not only, nor so much, in primary schools, but in secondary ones as well. If it is true that the education given in some Irish schools at present aims at producing ardent patriots with hostile feelings towards England, it is no less true that the education given in a vast number of Irish Protestant schools aims at turning out ardent Imperialists who have no native country. If the two opposing factions in this country are ever to be drawn together, the movement must be made on both sides and must have its origin in a common understanding and a common sympathy, which is hardly possible without a common knowledge of the past. The great majority of Irish people are not extremists in one direction or the other, and the interest awakened of late years in Irish subjects, especially Irish history and the Irish language, has done something to lessen the gap. To eject Irish history from our schools would be to widen it again—and, after all, it is perhaps more important for the interests of Ireland (and, in the long run, of England as well) that there should be some unity of feeling amongst Irish people than that a small section of them should be devoted to the British Empire. Besides, the suppression of truth in the education of the young is, like all counsels of expediency, a disastrous one in the end. It is worthy of note that some of the bitterest foes the English Government has had in Ireland (the recent rising is not wanting in instances) have been those who by birth, traditions, and upbringing belonged to the Anglo-Irish "loyalist" section, and who discovered for themselves the fact, ignored in their education, that Ireland and England were different countries with a widely different past, and in some respects with widely different ideals. The patriotic fever generally takes a more violent form when its germs are first inoculated in riper years. The events of European history during the past two years are making it plain, I believe, that when this war is over we shall have, in all countries, to reconstruct and enlarge our ideas of patriotism and bring them into harmony with the claims of a larger and more comprehensive cosmopolitanism, but they teach none the less that patriotism must ever remain an essential element in education. If Irish children were to be denied the right of learning to know and love their country, if the teaching of Irish history were to be proscribed in Irish schools; then surely there would be a justification for the assumption which underlay the *Sinn Féin* rising—that Ireland was not a free country. The Gaelic League has likewise been brought into suspicion in

the public mind through the rising, and was denounced before the Commission of Inquiry as a seditious organization. It is true that some of the *Sinn Féin* leaders were also leaders and devoted workers in the language movement—notably the late P. J. Pearse, who produced some good work in Irish, including two volumes of graceful and tender tales of child life, and Prof. Eoin MacNeill, well known as a scholar of older Irish literature and history. But there are many political extremists in Ireland who are not in the least interested in the Gaelic League, and the converse holds true to a far greater extent that there are many Gaelic Leaguers who are not political extremists, or even politicians at all; and the Gaelic League remains by virtue of its constitution a non-political body.

Meantime it is under a cloud, and is suffering the loss of some of the most active and useful of its members, and it has been decided to give up the plan, previously accepted, of holding the annual *Oireachtas* in Waterford this year, and to hold it in Dublin instead during the first week in August. One piece of work before the *Oireachtas* will be the election of a new president. If Dr. Douglas Hyde does not see his way to taking up office again, it is probable that the choice will fall on Canon Peter O'Leary, who in spite of his advanced age would be popular with all parties, being a veteran worker for the League and a prolific writer in the Irish language (his native one), his latest publication being a translation of the four Gospels in a fluent, simple, and at the same time literary, idiom.

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(Continued on page 410.)

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ART MISTRESS, thoroughly experienced, seeks post in London. Resident. Visiting, or on mutual terms. Slade School training. Ablett's system, if required. Address—G., 160 Knight's Hill, West Norwood, S.E.

WANTED in September, in good class School, post as MUSIC MISTRESS. Piano, Ear Training, Class Singing, &c. Recommended by present Principal. Two Associates R.A.M. and Matthey Professor. — Miss KING, L.R.A.M., Mildredsbourn School, Broadstairs.

ADVERTISEMENT and other matter for AUGUST issue should reach the office by **July 22nd.** Urgent Notices of Posts Vacant and Wanted can be received up to **July 25th (first post).**

X These School and Teachers' Advertisements are continued on pages 411, 412, 413, 414, 415, 416, 417, 418, 419. **X**

Entrance: £100, B. R. Goodfellow (Dr. Williams, Oxford); £100, E. O. Siepmann (Mr. Thomas, Cargilfield); £100, F. Yates (Mr. Edwards, Wadham House, Hale); £70, N. F. C. Burgess (Bristol Grammar School); £50, J. Coates (Mr. Asterley, Malvern); £50, C. E. S. P. Gausson (Mr. Pitkin, Ascot); £50, M. H. Nicolls (Mr. Parry, Seaford); £50, F. I. N. Wright (Mr. Stallard, Cockfosters); £25, S. D. Isaacs (Mr. Ridgway, Edgbaston). Music Scholarship, £25, R. P. Winnington-Ingram (Mr. Wollen, Weston-super-Mare).

PRIZE COMPETITIONS.

The winner of the Translation Prize for May is Dr. R. L. Batterbury, Berkhamsted.

AN OMNIUM GATHERUM PAPER ANSWERS.

1. (a) "Grand old fortifying classical curriculum." Lord Lampington in Matthew Arnold's *Friendship's Garland*.
- (b) "What is a Communist?" Ebenezer Elliot.
- (c) Burke's Speech on Conciliation with America. Usually ascribed to M. Arnold, who has "the dissidence of dissent."
- (d) F. A. Wolf.
- (e) Ruskin.
- (f) Bismarck.
- (g) Byron. Of Horace as learnt at Harrow.
- (h) From *Les Guêpes*, by Alphonse Karr. A pamphlet in favour of retaining capital punishment for murder.
- (i) Burke.
- (j) Browning's "Lost Leader." Wordsworth was intended, but Browning acknowledged unfairness of the attack.
- (k) Wordsworth in sonnet, "Scorn not the Sonnet." Browning's comment is: "If so, the less of Shakespeare he."

Evidently conundrums are not suited for War time. Never in the experience of forty years have we had so meagre an entry. The essays were rarely attempted, and few obtained half-marks for the literary quotations. We are therefore sending the prize to the Women's League of Service.

A Prize of Two Guineas is offered for the best translation of the following extract from Saint-Simon:—

Dangeau étoit un gentilhomme de Beauce, tout uni, et huguenot dans sa première jeunesse; toute sa famille l'étoit qui ne tenoit à personne. Il ne manquoit pas d'un certain esprit, surtout de celui du monde, et de conduite. Il avoit beaucoup d'honneur et de probité. Le jeu, par lequel il se fourra à la cour, qui étoit alors toute d'amour et de fêtes, incontinent après la mort de la reine mère, le mit dans les meilleures compagnies. Il y gagna tout son bien; il eut le bonheur de n'être jamais soupçonné; il prêta obligeamment; il se fit des amis, et la sûreté de son commerce lui en acquit d'utiles et de véritables. Il fit sa cour aux maîtresses du roi; le jeu le mit de leurs parties avec lui: elles le traitèrent avec familiarité, et lui procurèrent celle du roi. Il faisoit des vers, étoit bien fait, de bonne mine et galant; le voilà de tout à la cour, mais toujours subalterne. Jouant un jour avec le roi et Mme de Montespan dans les commencements des grandes augmentations de Versailles, le roi, qui avoit été importuné d'un logement pour lui et qui avoit bien d'autres gens qui en demandoient, se mit à le plaisanter sur sa facilité à faire des vers, qui, à la vérité, étoient rarement bons, et tout d'un coup lui proposa des rimes fort sauvages, et lui promit un logement s'il les remplissoit sur-le-champ. Dangeau accepta, n'y pensa qu'un moment, les remplit toutes, et eut ainsi un logement.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by July 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

MURBY'S NEW SCRIPTURE MANUALS (With Text).

ST. LUKE. By Rev. C. KNAPP, D.D., of Merton College, Oxford, will be ready about the end of July in the series of Smaller Manuals. Cloth, 1s. 6d. The Larger Manual on St. Luke will be ready later.

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G. BONNARD, Professeur au Gymnase de Lausanne.
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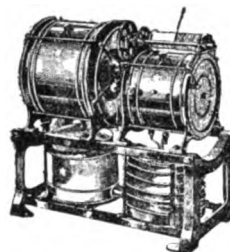
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The House with over 40 years' reputation.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 409.

WANTED, in September, non-resident post as **MUSIC MISTRESS** in a good School in or within reach of London. Subjects: Pianoforte (Matthay Method), Class Singing, Ear Training, and Harmony. Qualifications: L.R.A.M., Academy Certificate for Voice Culture, and excellent training in teaching of Aural Culture. Experience and highest references. Address—No. 10.184.*

MUSIC MISTRESS, L.R.A.M., A.R.C.M. (Piano), late sub-Professor R.A.M. (Piano). Certificated Teacher R.A.M. Bronze, Silver Medalist. Subjects: Piano, Harmony, Theory, Form, Analysis, Class Singing, Ear Training, Musical Dictation, and Sight Singing. Musical appreciation, preparation for all Examinations, experienced. Requisite post, non-resident or resident. Address—No. 10.185.*

MUSIC MISTRESS requires post in September. Nine years' experience in teaching Violin and Piano in Boys' Public School. Has taken Classes for Ensemble Playing. Studied Violin in Germany and under Mr. A. Gibson, Guildhall School of Music. Has since studied Rhythmic Method of teaching Music under Dr. Yorke Trotter. Holds Rhythmic Method Teachers' Diplomas of Incorporated London Academy of Music. Address—No. 10.186.*

EXPERIENCED, Certificated **KINDERGARTEN TEACHER** seeks whole or part time work in September. Address—No. 10.187.*

ART MISTRESS requires appointment in September. Drawing, Painting, Design, Clay Modelling, Basketry, Handwork, and Plain Needlework; also Geography, Mathematics, or Swedish Drill to Junior Classes. Art Class Teacher, Ablett, and other Certificates. Experienced. Good testimonials. Address—No. 10.192.*

Posts Wanted—continued.

GEOGRAPHY MISTRESS requires Visiting engagements for September. London or suburbs. Geography Certificate London School of Economics and Higher Froebel Certificate. Good Drawing, Botany, and Nature Study. London references and experience. Address—No. 10.198.*

MUSIC MISTRESS (21), Certificated Associated Board and I.S.M., desires re-engagement September. 24 years' teaching experience Boarding and Day Schools. Handwork (Certificate), Drawing, Painting, Arithmetic to Oxford Local. Resident or non-resident. Miss CLIFF, Ivy-house School, Snareston, Atherstone.

MUSIC MISTRESS, L.R.A.M., Medalist Royal Academy of Music, four years' training in Germany, requires post, resident or non-resident. London or neighbourhood preferred. Performer. Several years' experience. Very successful in preparing pupils for examinations. Conversational French and German. Excellent testimonials. Address—No. 10.199.*

LOWER FORM or KINDERGARTEN MISTRESS requires re-engagement in September. First-class Higher National Froebel Union Certificate and London Matriculation Class Singing Certificate. Good testimonials.—Miss E. F. MEER, Oakfield, Llanerch Road, Colwyn Bay.

EXPERIENCED MUSIC MISTRESS requires post for Autumn, non-resident, London or near preferred, Boys' or Girls' School. Pianoforte, Solo and Class Singing, Breathing, Exercises, Ear Training. Address—M., c/o Frankland King, Golder's Green Road, Golder's Green, London.

REGISTERED SECONDARY TEACHER, with L.L.A. and Cambridge Higher Local Certificates, desires responsible post as Vice-Principal, Organizer, Secretary, or similar post. Thoroughly experienced on Domestic side. Correspondence, interviews, accounts. Strong, active, energetic. Liberal salary required.—Miss ADAMS, 10 Dix's Field, Exeter.

Posts Wanted—continued.

MUSIC MISTRESS, experienced, M.I.S.M., desires resident post (no supervision), or non-resident, September. Most successful with pupils at the various public Examinations. Good passes. Many honours. Piano, Singing, Theory, Violin. Address—No. 10.206.*

LADY, who has control and full responsibility of an Office doing War work, desires post as **SECRETARY** to a Head Master or Mistress in September, resident or non-resident. Teaching experience. Music or commercial subjects. Music Diploma.—Linden Lea, Hanham, Bristol.

WANTED, in September, non-resident post as **ASSISTANT MISTRESS** in Private or Secondary School in London. Higher Local Certificate Mathematics; usual English subjects. Experienced.—S., 42 Bolingbroke Grove, Wandsworth Common, London.

POST wanted in September, by experienced **MISTRESS**, Higher N.F.U.: Junior Form subjects, including Class Singing. Good Nature Study and Needlework for Middle School. Accustomed to School secretarial work and the management of school stationery. Address—No. 10.209.*

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* Replies to these advertisements should be addressed "No.—The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

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HOLIDAY QUARTERS, OFFERED AND REQUIRED,

see end of this section.

SCHOLASTIC. — SEPTEMBER VACANCIES. — Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (*immediately*) with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.** Notice sent at once of all suitable appointments.

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Candidates, who should be not less than 18 years of age and should have had a High School or Secondary School education, should apply for full particulars and forms of application at the nearest Labour Exchange.

EMPLOYMENT DEPARTMENT,
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STUDENT-TEACHER (Resident) wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—**PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.**

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The Committee invite applications for the post of **SENIOR MATHEMATICS MISTRESS**. Salary (non-Graduate) £120, rising to £150; (Graduate) £120, rising to £160. Duties to commence on Monday, 11th September.

Form of application will be forwarded on receipt of a stamped addressed envelope. Applications should be received as soon as possible.

A. R. PICKLES,
Town Hall, Burnley. Director of Education.
15th July, 1916.

Posts Vacant—continued.

NORTHAMPTONSHIRE COUNTY COUNCIL EDUCATION COM- MITTEE.

COUNTY HIGH SCHOOL, WELLING- BOROUGH.

Applications are invited for the following positions:—

FRENCH MISTRESS: an Englishwoman who has resided abroad preferred. An Honours degree and either training or experience are looked for.

DOMESTIC SCIENCE MISTRESS, qualified in Cookery, Laundrywork, Housewifery, Needlework, and Hygiene; a Mistress willing to assist with Junior Forms preferred.

Initial salary £120, rising by scale to £150, with allowance for experience in the case of the Domestic Science Mistress.

Forms of application, to be returned at once, can be obtained from the undersigned.

J. L. HOLLAND,
Secretary for Education.
County Education Offices, Northampton.

NORTHAMPTONSHIRE EDUCATION COMMITTEE.

KETTERING HIGH SCHOOL.

An additional ASSISTANT MISTRESS will be required in September to teach Botany throughout the School and Mathematics in the Middle School. Preference will be given to candidates holding an Honours Degree in Botany, together with training or experience. Salary £120, rising to £150 per annum. Forms of application, which should be returned at once, can be obtained from the undersigned.

J. L. HOLLAND,
Secretary for Education.
County Education Offices, Northampton.
June, 1916.

WHITCLIFFE MOUNT

SECONDARY SCHOOL, CLECKHEATON.—Applications for position as an ASSISTANT MISTRESS in this School are invited from graduates with qualifications in modern languages. Commencing salary, £120. Forms of application, to be obtained from the CLERK to the GOVERNORS, Town Hall, Cleckheaton, must be returned by 9 o'clock on the 10th July, 1916.

COUNTY BOROUGH OF SUNDERLAND.

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Wanted, in September:—

- (1) **MODERN LANGUAGE MISTRESS,** German (English subsidiary). An Honours Degree or its equivalent, residence abroad, and good Secondary School experience essential. Salary £115 to £150 (initial amount dependent on qualifications), rising to £175 if specially voted by the Governors.
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Form of application (which should be returned as quickly as possible) may be obtained of the undersigned on receipt of stamped addressed envelope.

HERBERT REED,
Education Department, Secretary.
15 John Street, Sunderland,
22nd June, 1916.

WARWICKSHIRE EDUCATION COMMITTEE.

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WOMAN TEACHER to instruct Pupil-Teachers at Rugby. To commence after the summer holidays. Must have a Degree or the equivalent and be specially qualified to teach English and History. Salary £120, rising by nine annual increments of £4 each. For prescribed form and further particulars apply to **DIRECTOR OF EDUCATION, Warwick.** Applications must then be sent to **Mr. H. J. LITTLE, 72 Lower Hillmorton Road, Rugby.**

APPLICATIONS are invited for the following posts for term beginning September 12th:—

- (1) **SENIOR ASSISTANT MISTRESS.** Chief subjects: English Language and Literature, English History. Salary £140 to £160 non-resident, increasing to £180.
- (2) **JUNIOR FORM MASTER or MISTRESS.** English subjects and Drawing. Salary £100, increasing to £120.

Co-educational School of 160 pupils.
Apply—**The HEAD MASTER, Grammar School, Leominster, Herefordshire.**

Posts Vacant—continued.

ESSEX COUNTY COUNCIL. LEYTON HIGHER EDUCATION COMMITTEE.

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The Governors of the above-named School invite applications for the post of **HEAD MASTER.** The School will be opened in September next, and will be conducted under the regulations of the Board of Education for Junior Technical Schools. Experience in a Trade School or a Junior Technical Institute is desirable.

Candidates must hold the Degree of a British University in Engineering or Science or its equivalent. Evening Classes conducted in the same building will be under the Head Master's control, and he will supervise Evening Classes of the Junior Commercial Institutes.

Commencing salary £300.
Forms of application, which should be returned not later than July 8th, may be obtained from **Mr. J. H. NICHOLAS, County Offices, Chelmsford.**

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NORTHUMBERLAND EDUCATION COMMITTEE.

WALLSEND-ON-TYNE SECONDARY SCHOOL.

Wanted, for Boys' School, in September next:—

- (1) **WOMAN GRADUATE** to teach Chemistry, Physics, and Mathematics.
- (2) **WOMAN GRADUATE** to teach Mathematics, Physics, and Geography. General qualifications also desirable.

Salary in each case £100 to £120, according to qualifications and experience.

The above appointments will be for the duration of the War only. Forms from **HEAD MASTER**, to whom applications to be forwarded immediately.

LINCOLN DIOCESAN TRAINING COLLEGE.

In September next there will be vacancies for:—

- (1) **LECTURER** in Geography and Mathematics.
- (2) **TEACHER** of Needlework and Handwork.

English or Drawing would be an added recommendation for either. Both Lecturers should be able to undertake supervision of Students' Practice. Apply to the **PRINCIPAL.**

COUNTY HIGH SCHOOL FOR

GIRLS, ILFORD.—Required, next term, a **DOMESTIC SCIENCE MISTRESS**, fully qualified in all branches, to teach in the Day School and take Evening Classes in Cookery. Good Secondary-school education and experience essential. Salary £100 to £120 per annum, according to experience and qualifications. Further information and application forms can be obtained (enclose stamped addressed foolscap envelope) from the **CLERK TO THE GOVERNORS.**

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TO ASSISTANT MISTRESSES.

Telegraphic Address—
"SCHOLASQUE, LONDON."

SEPTEMBER VACANCIES.

Telephone—
GERRARD 7021.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments.

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Classical or History Mistress for Grammar School in Yorkshire. £80 resident, or £120 non-resident.—No. 674.
Two Mistresses for Grammar School to take between them English, Latin, French and Science. £60 each resident.—No. 671.
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Mistress for English, Latin, Mathematics, and Geography. £70 resident, or £100 non-resident.—No. 694.
Mistress for school near London. English, History, Modern Geography. Graduate desirable, not essential. £70 resident.—No. 692.
Mistress for Seaside School. History, Geography, English. £70 resident.—No. 668.
Mistress specially for Geography. Boys and Girls. £150 non-res. School near London.—No. 659.
Assistant Mistress specially for History, and to take English in Lower Forms. £80 resident. School near London.—No. 658.
Senior Mistress. Graduate and experienced. Salary £130 non-resident.—No. 655.
Mistress for County School near London. Good Latin. Also English and History. £45 per term non-resident.—No. 652.
English Mistress for Boys' Secondary School. £120 non-resident.—No. 649.
Classical Mistress for Public High School. Graduate necessary. Salary up to £150 non-resident.—No. 648.
Mistress for Geography and Mathematics as special subjects. Churchwoman. £80 upwards resident.—No. 665.
Form Mistress. History and Geography as special subjects. £100 non-resident.—No. 666.
Form Mistress. General subjects, Physical Training a recommendation. £100 non-resident.—No. 661.
Mistress for high-class Private School on South Coast. Form subjects. £60 resident.—No. 642.
Classical Mistress for important School. 160 boarders. Good salary resident.—No. 638.
English Mistress for Boys' School. Should be able to take French, History, Latin, Welsh. £120 non-resident.—No. 629.
Mistress to take Latin in Boys' County School. £120 non-resident.—No. 612.
Mistress for County Secondary School. English and Music. £110 non-resident if a Degree, or £95 if non-Graduate.—No. 603.
Senior Assistant Mistress for Junior House; large, important College for Girls. £60 resident.—No. 600.
Senior Mistress for high-class Private School for Girls. English, Latin, and Mathematics, and also French or German. £60 res.—No. 595.
Mistress for Secondary School to take Geography and Junior Form work. £110 non-resident.—No. 591.
Required, for Private Boarding School for Boys. **Mistress** specially for English. £60 resident.—No. 584.
Mistress for Boys' Preparatory School near London. Latin, Greek, and General work. £60 resident.—No. 577.
Mistress for good Geography, Form work, and Drawing for Boys. £110 non-resident.—No. 575.
Graduate for High School. English, French, and Geography. £70 resident or £95 non-resident.—No. 553.

English, Classical, and General Form Vacancies—continued.

Assistant Mistress for high-class School at Seaside. English, Composition, Mathematics, and Botany. £60 resident.—No. 552.
Junior Form Mistress for Girls' Secondary School. Good Geography necessary. Graduate or equivalent. £100 non-resident.—No. 541.
50 Form Mistresses required at salaries of £45 to £55 resident.
Mistress for first-class Boys' Preparatory School on S. Coast. Mathematics, or French, or Music as a principal subject. £75 resident.—No. 718.

SCIENCE AND MATHEMATICAL VACANCIES.

Botany, Physics, Nature Study, some Drawing. First-class School near London. £65 resident.—No. 701.
Science Mistress for Grammar School. Chemistry, Physics, Mathematics (elementary). Salary £170 non-resident.—No. 673.
Mistress to take Chemistry, Junior Mathematics, and if possible elementary Latin and English. Grammar School. £140 non-resident.—No. 691.
Science and Mathematical Mistress for high-class School in Scotland. £130 non-resident.—No. 685.
Mistress for Mathematics, Geography and Botany. £65 res. Ch. of Eng. or R.C.—No. 686.
Mistress for important Boys' College. To take Chemistry, Physics, and Mathematics. Good salary to suitable applicant.—No. 574.
Science Mistress for County School. Up to £140 non-resident.—No. 669.
Mathematical and Science Teacher for Boys' School. £60 resident.—No. 583.
Science Mistress for Grammar School. Chemistry and Botany. £130 non-resident. Graduate necessary.—No. 655A.
Mistress with some experience to take Chemistry and some other work. Up to £140 non-resident.—No. 639.
Mistress for Mathematics and Physics. Intermediate School. £120 non-resident.—No. 630.
Mathematical Mistress for County School. £120 to £130 non-resident.—No. 628.
Mistress for Mathematics and elementary Science. Some other subjects desirable. Up to £80 resident.—No. 623.
Graduate for Secondary School to take Mathematics. £120 non-resident.—No. 597.
Mathematical and Science Mistress for Grammar School. £100 non-resident.—No. 554.
R.C. Mistress for Mathematics and Modern Geography. £60 resident.—No. 539.
Mistress for Mathematics for County School. Graduate necessary. £120 non-resident.—No. 716.
Mistress for Mathematics and Botany. Private School. £60 resident.—No. 710.

MODERN LANGUAGE VACANCIES.

French Mistress to take French throughout Grammar School. £130 non-resident.—No. 656.
Senior French Mistress for County School for Girls. £140 to £150 non-resident.—No. 598.
Assistant Mistress for French in County School for Boys. £125 non-resident.—No. 640.
Mistress for French and German. Graduate looked for. High School. £120 to £140 non-resident.—No. 639.

Modern Language Vacancies—continued.

Language Mistress for high-class School at Seaside. Fair salary resident.—No. 644.
Mistress to take French in County School. £100 non-resident.—No. 573.
Senior French Mistress. Graduate or equivalent. £100 non-resident.—No. 542.

MUSIC VACANCIES.

Mistress for high-class Boys' Preparatory School. Piano, Singing, elementary Drawing, and Geography if possible. Good salary resident.—No. 700.
L.R.A.M. or equivalent for Piano, Harmony, Singing, and Violin desirable. Large high-class School. £60 resident.—No. 620.
L.R.A.M. for good Music. Churchwoman. Boarding School. £50 resident.—No. 688.
Mistress for Piano and Singing. Able to prepare for Associated Board Examinations. About £45 resident.—No. 647.
Violin Mistress. Must have Diploma for Violin. £45 resident.—No. 621.

ART VACANCIES.

Temporary Art Mistress for Technical School. £90 non-resident (at rate of).—No. 697.
Art Mistress. Able to take Ablett's Drawing for R.D.S. Examinations. School in North of England. £50 resident.—No. 567.

KINDERGARTEN VACANCIES.

Kindergarten and First Form Mistress. Modern Froebel Training desired. £55 resident.—No. 702.
Mistress for Kindergarten subjects and First Form work. £45 resident.—No. 683.
Trained Kindergarten Mistress, with Drawing and Games. £45 resident.—No. 681.

VACANCIES FOR PHYSICAL TRAINING MISTRESSES.

Mistress for Gymnastics and Games in County School. Trained Bedford, Chelsea, Dartford, or Dunfermline. £100 to £140 non-resident.—No. 663.
Mistress for Dancing, Games, and remedial Gymnastics. Trained, Swedish system preferred. £110 non-resident.—No. 678.
Mistress for Drill, Gymnastics, Games, Swimming, junior Piano. Must have some recognized Diploma. £60 to £90 resident.—No. 675.
Mistress for Gymnastics and Games. £50 resident.—No. 571.
Mistress for Swedish Gymnastics, Games, Swimming, &c. Fair salary resident.—No. 625.

VACANCIES FOR TECHNICAL MISTRESSES.

Domestic Science Mistress, able to help in Junior School with Nature Study, English, &c. £100 to £140 non-resident.—No. 706.
Lecturer in Needlework and Handwork. Churchwoman essential. Training College. £80 upwards resident.—No. 664.
Domestic Science Mistress for first-class School in Surrey. Fair salary resident.—No. 705.
Domestic Science Mistress for large and important School; also to act as House Mistress. Fair salary resident.—No. 616.

350 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

NUMEROUS POSTS FOR MISTRESSES REQUIRING SALARIES OF £25 TO £35 RESIDENT.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 368 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

Posts Vacant—continued.**ESSEX EDUCATION COMMITTEE.****HEAD MASTER.**

SIR GEORGE MONOUX GRAMMAR SCHOOL, WALTHAMSTOW.
COUNTY SECONDARY SCHOOL.

Applications are invited for the post of HEAD MASTER of the Sir George Monoux Grammar School for Boys, Walthamstow.

Salary £450 per annum, without a house. The salary may be raised, but will not exceed a maximum of £750 per annum. The Head Master must reside in Walthamstow.

Applicants must be Graduates of a British University or hold equivalent qualifications, and must have had experience in a Public Secondary School.

Duties will commence at the beginning of next term in September 1916.

Applications must be made on a form to be obtained from the undersigned, and must be returned, with three copies of recent testimonials, by the 8th July, 1916.

Canvassing, directly or indirectly, will be looked upon with disfavour.

J. H. NICHOLAS, Secretary.
County Offices, Chelmsford.

UNIVERSITY OF

MANCHESTER, LANGDALE HALL (Church of England Hostel for Women Students).—The Council invite applications for the post of WARDEN. University Session opens October 5th. Salary £150 per annum, with board and residence. Application must be made before July 15th. Conditions of appointment and forms of application may be obtained from the Honorary Secretary, Rev. A. H. BAKER, 69 Cecil Street, Manchester.

TYPEWRITING.—Testimonials (a

speciality) 8d. per dozen copies, perfect work guaranteed. MSS. neatly copied, 10d. per 1,000 words. —Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

CORK HIGH SCHOOL.—

Required, for September, FORM MISTRESS, qualified in Latin and English. Games desirable. Initial salary according to qualifications and experience. Apply to the HEAD MISTRESS.

WANTED, early September,

JUNIOR ENGLISH MISTRESS (resident). Higher Froebel Certificate, Botany, Swedish Drill desirable. Also FRENCH LADY (resident) to take French and assist in supervision. Apply, with particulars, to HEAD MISTRESS, St. Hilda's School, Stirling, Scotland.

MISTRESS or ineligible MASTER,

September, mixed School, non-graduate. £85 to £100 according to experience. Give details as to elementary subjects, Geography, English, Singing, Games.—Upholland Grammar School, Orrell, Wigan.

GIRLS' HIGH SCHOOL, CHES-

TERFIELD.—JUNIOR FORM MISTRESS required in September. Nature Study, Drawing, Needlework, and usual Form subjects. Initial salary £100 to £110, rising to £130.—Apply at once to the HEAD MISTRESS.

HEANOR SECONDARY

SCHOOL, DERBYSHIRE.—Wanted, ASSISTANT MISTRESS for general work in Lower Form, boys and girls (ages of pupils 10 to 12), and also for Physical Training of Girls. Salary £90 to £100. Apply—HEAD MASTER.

WANTED, in September, a quali-

fied MISTRESS, graduate preferred, to take charge of Form II (ages 13 to 14) in a private Co-education School. Subjects: Arithmetic, English, Drill or Handwork (desirable). Salary £50 to £60 resident. Apply—The PRINCIPALS, Tyntesfield, Rugby.

THE WHEELWRIGHT

GRAMMAR SCHOOL FOR BOYS, Dewsbury.—Wanted, in September, and until the end of the War, a MASTER or MISTRESS to teach Chemistry throughout the School, Junior Mathematics and Junior Latin or English. Salary £130 to £160 per annum, non-resident, according to qualifications and experience. Apply to the HEAD MASTER.

WANTED, September, in the

WHEELWRIGHT GRAMMAR SCHOOL FOR GIRLS, Dewsbury, a MISTRESS to take Physics, Chemistry and Nature Study. Salary £120 to £140 according to qualifications, or a MISTRESS to take Junior Mathematics, Nature Study, Games and one class in Needlework, salary £110. Apply—HEAD MISTRESS.

Posts Vacant—continued.**COUNTY BOROUGH OF****ROTHERHAM.****EDUCATION COMMITTEE.****MUNICIPAL HIGH SCHOOL FOR GIRLS.**

Wanted, for September next, a SCIENCE MISTRESS to teach general elementary Science, Nature Study, and some Mathematics. Degree, training, and experience in a Secondary School essential. Salary £130 per annum.

Forms of application, which must be returned not later than the 7th July, 1916, may be obtained from the undersigned.

JOHN A. AUTY,

Assistant Secretary for Education.
Education Office,
Rotherham.

PLYMOUTH EDUCATION AUTHORITY.**CORPORATION GRAMMAR SCHOOL.**

Head Master: C. W. BRACKEN, B.A., F.E.S.

Applications are invited for the post of temporary FORM MASTER or MISTRESS, with special qualifications in English, History, and Geography. Degree essential. Salary: Master, £120 by £10 to £180 per annum; Mistress, £100 by £10 to £160 per annum. The Master must be ineligible for War service. Application forms (returnable July 15th) and further particulars at the EDUCATION OFFICES, Cobourg Street.

E. HANDLER COOK,

Education Secretary.

WANTED, in September, a well

qualified, experienced SCIENCE MISTRESS for Botany and Geography, and a MIDDLE FORM MISTRESS. Salary according to experience and qualifications. Both posts resident. Apply—HEAD MISTRESS, Bishop Fox's Girls' School, Taunton.

MERCHANT TAYLORS'

SCHOOL FOR GIRLS, GREAT CROSBY, LIVERPOOL.—SENIOR MATHEMATICAL MISTRESS required. Degree and experience essential. Practical interests in Games a recommendation. —Apply to the HEAD MISTRESS.

REQUIRED, for September, ex-

perienced SENIOR ENGLISH MISTRESS for Girls' Private Boarding and Day School. Also JUNIOR ENGLISH MISTRESS.—Cambridge House School, Saffron Walden.

REQUIRED, January, High

School Transvaal, qualified SCIENCE MISTRESS, 25 to 35. Subjects: Botany, Physics, Chemistry, Biology, Supervision. Salary £100 resident. Passage paid. Apply—EDUCATION SECRETARY, 23 Army Navy Mansions, S.W.

NORTH INDIA.—PRINCIPAL

in Boarding School for Indian girls. University qualifications (Oxford or Cambridge). Training and experience necessary. Mathematics and Science desirable. Salary £280, board costs £5 monthly. 5 years' engagement. 2nd class passage both ways. Apply—Miss WESTERN, 27 Pembridge Square, London, W.

MUNICIPAL HIGH SCHOOL,

DONCASTER.—Wanted, for Autumn term only, temporary MISTRESS to teach Mathematics and Geography. Apply, stating age, qualifications, experience, salary required and all particulars, to HEAD MISTRESS.

SCHOOL VACANCIES.—

(Worcester) English Mathematics non-resident £130.—Geography, Junior Form subjects £110. —(Wales) Mathematics, French, resident £60.—(Devon) Senior English, £50.—(London) English, French, Drawing, £40.—Hooper's, 13 Regent Street. No booking fee. Stamp.

PREPARATORY SCHOOL AND

KINDERGARTEN, BANGOR, N.W. Under the management of the University College of North Wales.—Wanted, in September, an ASSISTANT MISTRESS. Higher N.F.U. Certificate. Good Music essential. Salary £80 to £90 non-resident. Applications should reach the HEAD MISTRESS by July 17th.

MATRON - HOUSEKEEPER.—

Wanted, in September, for the HOME SCHOOL, GRINDLEFORD, DERBYSHIRE, a strong and capable Gentlewoman, one who understands children and supervision of maids; good packer and needlewoman; 40 boarders, girls and boys. Liberal salary to really capable lady. Under-Matron kept. Knowledge of nursing an advantage, but not a necessity.—Apply at once to the PRINCIPAL.

Posts Vacant—continued.**DERBY HIGHER EDUCATION****COMMITTEE.****MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Required, in September, a SCIENCE MISTRESS for Chemistry and Physics: Chemistry to Matriculation standard. Honours Degree and experience essential. Salary from £120, according to experience, rising £5 annually to £150. The Mistress appointed will be expected to take part in the corporate life of the School.

Application, with copies of three testimonials, to be sent to the undersigned by July 12th.

WILLIAM COOPER,

Secretary.
Education Offices,
Becket Street, Derby.

CITY OF SHEFFIELD**EDUCATION COMMITTEE.****CENTRAL SECONDARY GIRLS' SCHOOL.**

Wanted, in September next, MATHEMATICS SPECIALIST, with some Science. Commencing salary £120 to £150 per annum (non-resident), according to qualifications and experience.

Applications should be forwarded to the HEAD MISTRESS not later than first post on Monday, 10th July, 1916.

G. S. BAXTER,

Secretary.
Education Office,
23rd June, 1916.

CITY OF SHEFFIELD**EDUCATION COMMITTEE.****PUPIL-TEACHER CENTRE.**

Applications are invited for the post of SENIOR FRENCH MISTRESS (graduate or equivalent) to commence duty on September 4, 1916. Commencing salary from £115 according to experience, rising by £5 to £140.

Forms of application and conditions of appointment may be obtained from the undersigned, and must be returned not later than first post on July 8, 1916.

G. S. BAXTER, Secretary.

Education Office,
23rd June, 1916.

CLERGY DAUGHTERS'

SCHOOL, CASTERTON, KIRKBY LONSDALE.—Wanted at once, JUNIOR FORM MISTRESS to teach French, Scripture, and Junior English. Residence abroad essential. Churchwoman. Temporary or permanent. Apply—The HEAD MISTRESS.

PERSE HIGH SCHOOL FOR

GIRLS, CAMBRIDGE.—MATHEMATICAL MISTRESS wanted in September. Graduate: Tripos preferred. Experience or training. Apply—HEAD MISTRESS.

RESIDENT SCIENCE MIS-

TRESS wanted in CLERGY DAUGHTERS' SCHOOL for September. Botany, Chemistry, Physics: some Mathematics.—Apply to the HEAD MISTRESS, St. Mary's Hall, Brighton.

USEFUL MUSIC MISTRESS

experienced in school work required in a Private School in country. Class Singing and some English subjects essential. State age, salary, and experience.—The Steps, Moreton-in-Marsh.

WANTED, end of September,

resident JUNIOR MUSIC MISTRESS to be trained in the Chassevart method of Music. Apply—Miss WILSON, The Abbey School, Melrose.

WANTED, September, MIS-

TRESS to teach Mathematics and Science. Apply, with full particulars of qualifications and references, to Mrs. DUDLEY HERVEY, Belstead House School (Girls), Aldeburgh, Suffolk.

RESIDENT MISTRESS wanted

in September. Chief subjects: French, German, History, and some Mathematics. Apply, with testimonials, to HEAD MISTRESS, Glenmount School, Dover.

QUALIFIED GYMNASIAC and

GAMES MISTRESS, 1917, LAUNCESTON, TASMANIA.—Capable, experienced woman essential; scope for outside teaching; passage; good resident salary suitable applicant. Apply—WILKINSON, Military Hospital, Endell Street, W.C.

ADVERTISEMENT and other

matter for AUGUST issue should reach the office by July 22nd. Urgent Notices of Posts Vacant and Wanted can be received up to July 25th (first post).

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the AUTUMN TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required for English and Latin, with French Translation or Mathematics as subsidiary, for very high-class Girls' School on the South Coast. Salary £70 res.—No. 4,004.

ENGLISH MISTRESS required to teach History, General English subjects, Arithmetic, and Botany, with Latin as subsidiary subject, for high-class Girls' School within easy reach of London. Salary £70 res.—No. 4,546.

SENIOR MISTRESS required for first-rate Girls' School on the South Coast, to teach English and French. Salary £80 res.—No. 4,567.

MISTRESS required for first-rate Boys' School in the North-east of England, to teach English, History, Geography, and Literature, and to offer as subsidiary Grammar and Scripture. Salary offered £150 to £170 non-res.—No. 4,474.

SENIOR MISTRESS required for high-class Girls' School in Wales, to teach English. The post is a resident one.—No. 4,450.

SENIOR ASSISTANT MISTRESS required for Boys' Grammar School in the Midlands, to teach English Language, History or Botany, and Chemistry. Salary £130 non-res.—No. 4,532.

Mathematical and Science Mistresses.

MISTRESS to teach Geography and Elementary Science for first-rate Girls' School within easy reach of London. The post is res.—No. 3,415.

MISTRESS required for Girls' Training College in the North Midlands, to teach Mathematics and Geography. Candidate must hold a degree. Salary £80 res.—No. 4,544.

MISTRESS required for first-rate Boys' School in the North Midlands, to teach Mathematics. Salary £180 non-res.—No. 4,554.

MISTRESS required for Boys' Grammar School in the North Midlands, to teach Mathematics. Candidates must hold a degree. Salary £170 non-res.—No. 4,536.

SCIENCE MISTRESS required to teach Botany, Nature Study, and Zoology, and to offer as subsidiary subject, Geography, for first-rate Boys' School in the South of England. Salary £100 to £150 res.—No. 4,494.

SCIENCE MISTRESS required for high-class Girls' School in the South-east of England, to teach Elementary Science, Geography, and Mathematics. Salary £70 res.—No. 4,419.

Classical Mistresses.

MISTRESS required for first-rate Boys' Preparatory School within reach of London, to teach good Latin and sound elementary Mathematics. It would be a recommendation to offer French. Salary £80 res.—No. 4,545.

CLASSICAL MISTRESSES—continued.

ASSISTANT MISTRESS required for important Preparatory School in the North-east of England, to teach Latin and English Literature up to the standard of the top Forms. It would be a recommendation to offer Drawing. Salary £120 res.—No. 4,388.

CLASSICAL MISTRESS required for first-rate Girls' School in the South of England. Salary £100 to £110 res.—No. 4,465.

MISTRESS required for high-class Girls' School in Wales, to teach Latin and Greek, and English and Scripture. Salary £80 res.—No. 4,244.

MISTRESS required for first-rate Girls' School in the Midlands, to teach Greek, Latin, and English. Salary £80 to £100 res.—No. 4,272.

Kindergarten and Lower Form Mistresses.

KINDERGARTEN MISTRESS required for first-rate Girls' School on the South Coast, and to offer, as subsidiary subjects, some Science and Geography. Salary £35 to £40 res.—No. 4,501.

TWO ASSISTANT MISTRESSES required to teach between them General Preparatory subjects and French Conversation for high-class Boys' School within reach of London. Salary £100 res.—No. 4,266.

MISTRESS required for first-rate Boys' School on the South-east Coast, to teach General Elementary subjects and History (Top Form). Salary £80 to £100 res.—No. 4,359.

JUNIOR MISTRESS for very high-class Girls' School, to teach Latin, Mathematics, and, if possible, Music. Salary £50 to £60 res.—No. 3,608.

TWO MISTRESSES required for first-rate Girls' School in Scotland, to teach between them Mathematics, Botany, Geography, and Art. One of the Mistresses should hold N.F.U. Certificate. Salary £70 res. with Mathematics, Art, or Botany, and £40 res. for English.—No. 4,496.

MISTRESS required for high-class Girls' School on the South Coast, to teach elementary Mathematics, and English. Salary £75 res., or £60 res. without experience.—No. 4,506.

Modern Language and Foreign Mistresses.

FRENCH MISTRESS required for first-rate Girls' School on the South Coast. Salary £50 to £60 res.—No. 3,320.

MISTRESS required for first-rate Boys' School in the Midlands, to teach Modern Languages and French. Salary £80 to £100 non-res.—No. 4,533.

MODERN LANGUAGE AND FOREIGN MISTRESSES—continued.

MISTRESS required for high-class Girls' School in the North-west of England, to teach English and French. Salary £55 to £60 res.—No. 4,478.

MISTRESS required to teach French for high-class Girls' School, North-west of England. Salary offered £45 to £50 res.—No. 4,428.

MISTRESS required to teach German, English, and French for high-class Boys' School in London. Salary £135 to £150 non res.—No. 4,508.

MISTRESS required for Boys' School North of Midlands, to teach French, and to offer, as subsidiary, some Drawing and Singing. Salary £70 to £80 res.—No. 4,452.

Music and Art Mistresses.

MISTRESS required for first-rate Girls' School on the South Coast, to teach Piano, Class Singing, and Art. Salary £40 to £60 res.—No. 4,509.

MUSIC MISTRESS required to teach Piano, Harmony, Ear Training, and Singing for Girls' high-class School in the North of the Midlands. Salary £50 res.—No. 4,483.

ART MISTRESS required to teach Art to the Oxford Senior Standard and elementary English to Junior Forms for first-rate Boys' Grammar School in the North of England. Salary £120 non-res.—No. 4,358.

MISTRESS required for first-rate Girls' School in the West of Scotland, to teach Music, Solo and Class Singing, Elocution, and Piano. Salary £60 res.—No. 4,382.

MISTRESS required for first-rate Girls' School on the South-east Coast, to teach Drawing, Painting, Needlework, and Woodcarving. Salary £40 to £50 res.—No. 4,289.

Gymnastics and Games Mistresses.

MISTRESS required for Girls' County School in the South-west of England, to teach Gymnastics and Games. Salary £100 to £140 non-res.—No. 4,541.

MISTRESS required to teach Drill, Games, Gymnastics, and Junior Music, for first-rate Girls' School in the West of England. Salary £60 res.—No. 4,552.

GYMNASTIC MISTRESS required to teach Drill and Games for high-class Girls' School on the South-west Coast. Candidate must be a member of the Church of England. Salary £50 res.—No. 4,563.

MESSRS. GABBITAS, THRING & Co. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

CENTRAL FOUNDATION GIRLS' SCHOOL.—Wanted, in September: (1) KINDERGARTEN MISTRESS. Half-time (mornings). (2) Temporary MISTRESS for Autumn Term. Subjects: Latin and English. Write to HEAD MISTRESS, Spital Square, London, for application form, enclosing stamped and addressed envelope.

WEST RIDING EDUCATION COMMITTEE.**KNARESBOROUGH RURAL SECONDARY SCHOOL.**

A Temporary ASSISTANT MISTRESS will be required at the above-named School in September next during the absence of a member of the staff on War Service. She will be required to take either chiefly Biology and Gardening or chiefly Chemistry and Physics.

Salary £120 to £140 per annum.

Forms of application, together with further particulars of the work of the School, may be obtained from the EDUCATION DEPARTMENT (Secondary Branch), County Hall, Wakefield, and must be completed and returned so as to arrive not later than 9 a.m. on July 15, accompanied by copies of not more than three recent testimonials. Canvassing will be a disqualification.

BATLEY EDUCATION COMMITTEE.**GIRLS' GRAMMAR SCHOOL.**

Head Mistress: Miss D. L. BAKWELL.

Wanted on September 21, 1916, THREE FORM MISTRESSES as follows:—(1) French Mistress. Phonetics, Diploma, and residence abroad essential, degree and experience desirable; (2) English Mistress; (3) Mathematics Mistress. In the last two cases, Honours Degree essential with training or experience. Salary £120 per annum in each case. Form of application (which must be returned to me not later than Friday morning, July 7, 1916) may be obtained on receipt of a stamped addressed envelope from

G. R. H. DANBY, M.A. (Oxon.),
Director of Education.

Education Office,
Batley.

WANTED, next September, GYMNASIAC TEACHER for Girls' School, Montreal, Canada. Salary £140 resident. Previous experience desirable; training at recognized College essential. Specialities: Remedial Gymnastics, Dancing, and Games. Address—No. 10,190.*

REQUIRED, in high-class Boarding School near London: (1) Resident DOMESTIC SCIENCE MISTRESS. Chief subjects: Cookery and Needlework. (2) Experienced HOUSE-KEEPER. Apply, giving full particulars of training, experience, age, salary required, and copies of testimonials, to Address—No. 10,193.*

COMPANION GOVERNESS required, Girl (12). Certificated English, French (acquired abroad), Music, Painting. £60 to £70.—HOOPER'S, 13 Regent Street, London. Many other vacancies. No booking fee. Stamp. Established 1881.

DUCHESS' SCHOOL, ALNWICK.—Wanted for September, MISTRESS to take History and Elementary Mathematics, with degree and training or Secondary experience. Resident salary according to qualifications; will not in any case fall below equivalent of £120 with provision for increase.—Apply at once to HEAD MISTRESS.

BANGOR COUNTY SCHOOL FOR GIRLS.—Wanted, for September, either a MISTRESS with Latin Honours and good Welsh, or a mistress with Classical Honours Degree and a mistress with Welsh Honours Degree, the latter willing to do half-time work. Experience or training essential. For salaries and details apply before July 8th to the HEAD MISTRESS.

Posts Vacant—continued.**BOROUGH OF KINGSTON-UPON-THAMES.****SCIENCE AND ART SCHOOL AND TECHNICAL INSTITUTE.**

Wanted for the Session, 1916-17, commencing about last week in September, INSTRUCTORS in the following subjects:—

HISTORY.—One evening per week. Salary, 10s. per evening of two hours and travelling expenses.

GEOGRAPHY.—One evening per week. Salary, 12s. 6d. per evening of three hours and travelling expenses.

RUSSIAN.—One evening per week. Salary, 10s. per evening of two hours and travelling expenses.

GEOMETRY.—One evening per week. Salary, 12s. 6d. (inclusive) per evening of three hours.

Applications, on forms to be obtained at the above-named Institute, should be returned not later than July 9th, 1916.

H. T. ROBERTS,
Education Secretary.

KENT EDUCATION COMMITTEE.

Wanted in September:—

COUNTY SCHOOL FOR GIRLS, BROMLEY.

ASSISTANT MISTRESS to teach Latin throughout the School and either Elementary Mathematics or History. Training or experience essential. Games a recommendation.

Apply to the HEAD MISTRESS, County School for Girls, BROMLEY, Kent.

COUNTY SCHOOL FOR GIRLS, SITTINGBOURNE.

ASSISTANT MISTRESS to teach Drilling, Games and Needlework.

Apply to the HEAD MISTRESS, County School for Girls, SITTINGBOURNE, Kent.

Initial salary in each case £100 to £120 non-residential.

FRAS. W. CROOK,
Secretary.

BERGMAN OSTERBERG PHYSICAL TRAINING COLLEGE.

Applications are invited for a post as LECTURER to assist in the teaching of Remedial Gymnastics, Massage, and Anatomy and in the supervision of students' lessons in Educational Gymnastics in the Practising Schools. Salary from £120 to £150 resident, according to qualifications and experience. Applications should be addressed to the SECRETARY at the College, and sent in not later than July 10th.

REQUIRED, in School near London, for one day a week, VISITING MISTRESS for Crafts. Chief subjects: Leather Work and Wood Carving. Send full particulars and testimonials. Address—No. 10,194.*

WANTED, for September, in Private School, Yorkshire, PREPARATORY FORM MISTRESS for general English subjects and Drawing, with Swedish Drill and Games. Music desirable. Experience essential. Non-resident preferred. Apply at once, stating qualifications and salary required, PRINCIPAL. Address—No. 10,196.*

WANTED, in good and well-established Day School (few boarders), an experienced and able Resident TEACHER, with view to possible Partnership, or of taking over school. Subjects: Mathematics, Latin, &c., or French and some other subjects. Give full particulars, age, to Address—No. 10,202.*

RESIDENT JUNIOR ASSISTANT MISTRESS wanted, in September, Subjects: Junior Arithmetic, English, Geography; an advantage if able to teach Nature Study or Botany. State age, experience, salary required, to Address—No. 10,204.*

THE COWLEY GIRLS' SCHOOL

ST. HELENS, LANCS.—Required, in September, MISTRESS with Honours degree in English, to organize and teach that subject. Ability to assist in easy conversational French an additional recommendation. Salary, £120, rising to £150. Apply, enclosing testimonials and giving full details of career, to the HEAD MISTRESS, before July 10th.

Posts Vacant—continued.**WORCESTERSHIRE COUNTY COUNCIL EDUCATION COMMITTEE.**

WANTED, to begin duty in September next:—WOMAN INSTRUCTOR OF PHYSICAL EXERCISES, to give full time to the instruction of Girls at the Kidderminster High School for Girls, the Stourbridge Secondary School for Girls, and perhaps another Secondary School. Salary, £110 per annum, plus necessary out-of-pocket travelling expenses. Applicants should be trained to give instruction according to the principles of the Swedish system, and should be able to take Dancing, Games, and Remedial Gymnastics.

Applications, with full particulars of training, qualifications, and previous experience, together with copies of recent testimonials, to be sent to reach the Director of Education, County Education Office, 37 Foregate Street, Worcester, by Wednesday, July 12, 1916.

For REDDITCH SECONDARY SCHOOL:

For MATHEMATICS (woman, or man ineligible for military service) for the period of the War. Salary, about £130 per annum, non-resident.

MISTRESS for Geography and Junior Form Subjects. Salary, £100 or £110 non-resident.

Applications (to be made on Form 279, copies of which may be obtained from the DIRECTOR of EDUCATION, County Education Office, 37 Foregate Street, Worcester), together with copies of recent testimonials, to be sent without delay to W. RIGBY, Esq., B.A., The Secondary School, Redditch. [Z 98.]

PLYMOUTH EDUCATION AUTHORITY.

The Authority require the services of an ASSISTANT INSTRUCTOR for Physical and Remedial Exercises. Candidates must hold the certificate of a recognized Training School or College. Salary £100 per annum. Application forms, returnable not later than July 20th, can be obtained, together with full particulars as to duties, &c., from the undersigned. Canvassing is prohibited.

E. CHANDLER COOK,

Education Office,
Cobourg Street, Plymouth.
June 28th, 1916.

STUDENT TEACHER (Resident)

wanted in September to assist with Junior English and Music Preparation for Higher Local Examinations or Musical Diploma. Address—No. 10,203.*

RESIDENT MUSIC MISTRESS

required in September in good Girls' School in suburb of London. Class Singing, Harmony, Form. Degree and experience in good School essential. Preparation for Examinations. Address—No. 10,205.*

YOUNG French Lady required in

September in CLERGY DAUGHTERS' SCHOOL, to assist with conversation and supervision in return for residence and English teaching. Address—No. 10,207.*

WELL educated Girl required as

SHORTHAND TYPIST in London Publisher's Office. Experience not essential if willing to learn. Good permanent post for suitable girl. Address—No. 10,210.*

EDGBASTON HIGH SCHOOL,

BIRMINGHAM.—Wanted, in September, for one of the Boarding Houses, an experienced MATRON, aged 30 to 40. Some hospital training desirable.—Apply to the HEAD MISTRESS.

CERTIFICATED Lady Teacher

wanted in a College in Zululand, for Training Masters and Mistresses. Must be an English Catholic. Particulars from Mrs. MCKENZIE, St. John's Cottage, Verulam Road, St. Albans.

ST. JOHN'S ROYAL LATIN SCHOOL, BUCKINGHAM.

WANTED, September, temporary ASSISTANT MASTER (for duration of War). Latin, Modern Geography, Games. Salary £120, rising £10 annually. Apply—HEAD MASTER

MERCHANT TAYLORS

SCHOOL for Girls, GREAT CROSBY, LIVERPOOL.—Required, a SENIOR MATHEMATICAL MISTRESS. Degree or equivalent and experience essential. Practical interest in Games a recommendation. Applications to be sent to the HEAD MISTRESS.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

THE JOINT AGENCY FOR WOMEN TEACHERS.

**OAKLEY HOUSE,
14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.**

Teachers seeking Posts in Public and Private Schools and Training Colleges for September should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS AND SCIENCE POSTS.

Mathematics and Science Mistress in Grammar School (Mixed) in Cumberland. Experience essential. Salary £140 to £150 non-resident. JA 12388
Junior Science Mistress in Public School for Girls in London S.E., to teach chiefly Physics and Chemistry. JA 12430
Science Mistress in Boys' School in Midlands to teach Chemistry and Physics. Salary £120 to £150 non-resident. JA 12456
Science Mistress, experienced, in Grammar School (Boys) in Westmorland. Chemistry, Physics, and some Elementary Mathematics. Salary £170 non-resident. JA 12459
Science Mistress in County School (Dual) in N. Wales. Chemistry and some Elementary Mathematics desirable. Degree. Salary £130 to £150 non-resident. JA 12469
Mathematics and Botany Mistress in Private School on S. Coast. English or French needed. Degree. Churchwoman. Salary £80 resident. JA 12471
Mathematical Mistress in N. Wales County School (Dual). Salary £120 to £130 non-resident. JA 12472
Senior Mathematical Mistress in Girls' Public School in Midlands. Good experience essential. Salary from £140 non-resident. JA 12480

ENGLISH AND HISTORY POSTS.

Mistress in Girls' Public School in Montgomeryshire, to teach History. Salary £100 to £110 non-resident. JA 12357
Mistress in Mixed School in Cumberland to teach English Literature and History. Experience essential. Salary £130 to £150 non-resident. JA 12389
Mistress in Girls' Secondary School in Salop to teach English. Degree and training or experience needed. Salary from £120 non-resident. JA 12399
Mistress in Girls' Grammar School in Norfolk to teach English. Geography desirable and some French and Arithmetic. Degree. Salary £100 to £110 non-resident. JA 12445
Two Mistresses in Public School in Yorks to teach (1) Form subjects, especially Mathematics (elementary) and English. Salary £130 to £150 non-resident. (2) History and some Geography, English, and Scripture. Salary £150 to £170 non-resident. JA 12467 & 12468
Mistress in Public School in London S.W., to teach History and either Geography or French. Experience. Salary £120 to £140 non-resident. JA 12485

CLASSICAL POSTS.

Mistress in Public School in Dorset to teach Classics. Subsidiary subjects needed. Churchwoman (moderate). Degree. Salary £75 to £80 resident. JA 12239

Mistress in Private School in Worcestershire to teach Classics Degree and experience. Churchwoman. Age 26 to 36. Salary £80 to £100 resident. JA 12386
Mistress in Girls' Public School in Berks to teach Classics and some Mathematics. Churchwoman. JA 12433
Mistress for a Third Form in County School in Kent, to teach Latin and English, or History, or French. Degree and a little experience. Salary £100 to £120 non-resident. JA 12434
Mistress for Classics in School in Kent (temporarily in W. of England). Degree and training or experience. Nonconformist preferred. Salary from £55 resident. JA 12448

GEOGRAPHY POSTS.

Mistress in Boys' School in Somerset, to teach Geography and some Elementary Mathematics and Drawing. Degree and experience. Salary £120 non-resident. JA 12339
Mistress in Mixed Secondary School in Midlands to teach Geography and Junior Form subjects. Salary £100 to £110 non-resident. JA 12415
Mistress in Girls' County School in Surrey to teach Geography. Salary from £110 non-resident. JA 12426
Mistress in Boys' School in Devon to teach Geography; Middle School English, and History, and Scripture. Salary £80 to £100 resident, or £110 to £140 non-resident. JA 12435
Mistress in a Commercial College in London, for Economics and Geography. Salary about £150 non-resident. JA 12464
Mistress for Geography in Boys' School in Yorks. Good qualifications and experience needed. Salary £140 non-resident. JA 12488

MODERN LANGUAGES.

Mistress in Girls' Public School in Lancs to teach German and perhaps English. Geography desirable. Degree. Salary £120 to £135 non-resident. JA 12371
Mistress in Public School in London for French and German. Cambridge Tripos and good experience. Churchwoman. Salary £150 non-resident. JA 12405
Mistress in Girls' High School in Lancs to teach French. Honours degree and experience. Salary up to £140 or £150 non-resident. JA 11410
Mistress in Girls' County School in S. Wales to teach French. Subsidiary subjects to be arranged. Honours degree training, or experience. Salary £110 non-resident. JA 12420
Mistress in Girls' County School in Surrey to teach French. Experience essential. Salary from £120 non-resident. JA 12427
Mistress in Public School for Girls in Yorkshire to teach French. Experience essential. Salary £140 to £150 non-resident. JA 12432

Mistress to teach good French in a Mixed Secondary School in Cheshire. Some English needed. Period of the War. Salary up to £150 non-resident. JA 12494
Mistress in Grammar School, mixed, in Herefordshire to teach French. Salary £80 to £100 non-resident. JA 12499

PRIVATE SCHOOL POSTS.

Mistress in Private School in N. of England to teach French, and German, and History, and some Needlework. Churchwoman preferred. Salary £40 to £50 resident. JA 12300
Mistress in Private School in Kent to teach Geography, Mathematics, and, if possible, Science and German. Experience. JA 12368
Mistress in Private School in Devon to teach Mathematics, Geography, History, and English. Games desirable. Salary £50 resident. JA 12370
Mistress in Private School in Worcestershire to teach Classics. Degree and experience. Age 26 to 36. Churchwoman. Salary £80 to £100 resident. JA 12386
Mistress in high-class Private School on S. Coast to teach History as a special subject and some English Subjects. Degree. Churchwoman preferred. Salary £70 resident. JA 12419
Mistress in Private School on S. Coast for Form Subjects, Scripture, and French. Degree, training, and experience desired. Churchwoman. Salary from £60 resident. JA 12438
Two Mistresses in Private School on S. Coast. Form subjects and (1) Geography and Mathematics; (2) English and History. Salaries £50 to £60 resident. JA 11849 & 12479

JUNIOR FORM AND KINDERGARTEN POSTS.

First Form Mistress in High School in Yorks: Needlework, and Geography, and Drawing needed. Salary £100 to £110 non-resident. JA 12407
Kindergarten Mistress in good Private School in Ulster. Salary £100 non-resident. JA 12413
Mistress for First and Second Form (27 children) in High School in Herts. Froebel training and experience. Salary £100 to £105 non-resident. JA 12418
Second Form Mistress (young) in Secondary School for Girls on S. Coast. Form subjects including Algebra, Drawing, Drill, Geography. Salary £80 to £90 non-resident. JA 12453
Mistress in Mixed School in Lancashire to teach Elementary subjects. Salary £35 to £100 non-resident. JA 12466
Two Mistresses in Mixed School in Lancashire (1) Form subjects to Boys and Girls of 10 to 13 years. Salary £100 to £120 non-resident. (2) Kindergarten and Games Mistress. Salary £90 to £100 non-resident. Churchwomen. JA 12481 & 12482

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: MISS ALICE M. FOUNTAIN.

HOLIDAY QUARTERS OFFERED and REQUIRED.

CHISWICK.

VISITORS to London, Students, and Workers. — Board-residence; quiet, but very accessible: close to trams, trains, and buses; 18 minutes to Charing Cross. Tennis. Highly recommended.—34 Barrowgate Road, Chiswick, W.

DEAN FOREST.

SEVERN WYE VALLEYS; beautiful Holiday Home (600 feet up); pretty grounds; Bath, Billiards, Tennis. Motor-cars, magnificent Scenery. Boarders, 35s. to 42s. Photos, Prospectus.—Littledean House, Littledean, Glos.

EASTBOURNE.

3 MILES' Promenade; bracing and sunny. "Leafy Eastbourne," Guide to town and Schools, 1s. 6d. "Register of Accommodation," Guide to amusements, hotels, apartments, 3d. post free.—STRANGE, the Printer.

FLEET, HANTS.

THE CROFT SCHOOL, FLEET, HANTS. — A restful holiday for Teachers wishing to learn School Handicrafts and Natural History during August and September. Apply—PRINCIPAL.

HARROGATE.

HEADMASTER wishes to exchange house, £30. Electric light, gas cooker, for similar house, seaside or country, August. Secondary school.—67 Dragon Parade, Harrogate.

HEACHAM.

WEST NORFOLK. — Pleasant village near sea. Board-residence. Comfortable old house, nice garden, tennis; modern sanitation. Station $\frac{1}{2}$ mile, sea $\frac{1}{2}$ mile; bathing; good cycling. From 25s.—Misses Cox, Heacham.

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ARCADIA, Private Boarding Establishment, Arcade Road. — Grand sea view (right on front), every comfort, good cuisine; highly recommended. 12 bedrooms, recently renovated throughout.—Mrs. E. MILLINGTON, Proprietress.

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MOTORING Holiday in the Isle of Wight. Full week, 70s.; complete motor tour of the Island and all Hotel expenses. No extras. Program—Mr. Dawson Caws, Pier Private Hotel, Cowes.

ISLE OF WIGHT.

VENTNOR.—Sir John Jellicoe says: "The safest place in England." ELLERS-LIE Boarding House. Sea view; best and healthiest position; liberal table. Terms: 25s. to 30s.—Miss WALMSLEY.

JERSEY.

APARTMENTS with or without board. Minute from sea; 10 minutes' rail to St. Helier. Safe bathing, ideal situation, airy rooms, south aspect. Highly recommended.—Mrs. HAMON, Marine Villa, Beaumont, Jersey.

LLANDUDNO, CARFAX.

BOARDING Residence. — Carmen Silva Road; close to Promenade, good sea view, best part. Highly recommended by teachers and others; terms moderate.—Misses HARRISON.

LONDON, N.W.

FOR SEPTEMBER. — TO LET. Bedroom and sitting-room adjoining; Clergyman's house, Marylebone, near Great Central Station; 1 minute bus, tube, District. Meals as required. Highly recommended by Principal of High School. Apply—A. D., 13 Cosway Street, Marylebone, N.W.

LONDON, S.W.

86 REDCLIFFE GARDENS, S.W. — Residential Club for Ladies, close to Earl's Court Station and tube. From 27s. weekly; full board. Large airy house. Buses to all parts. Telephone: Western 2506.

LONDON, S.W.

LADY offers comfortable home (not boarding house) to girls engaged professionally. Terms from 18s.—Miss CLARKE, 15 Balham Park Road, S.W.

LONDON, W.

NEW GEORGIAN CLUB (Ladies), White House, Randolph Crescent, W. — Quiet, comfortable; access to gardens at back. Weekly terms from 27s. 6d. for room and partial board. Apply—SECRETARY. Telephone: Padd. 4983.

LONDON, W.

32 SOUTHWICK Street, Cambridge Terrace, Hyde Park, W. Comfortably furnished bedrooms from 5s. weekly. 1d. bus Oxford Circus. Highly recommended.

LONDON, W.

HYDE PARK, W. — Residential chambers for ladies. Large airy houses. Furnished bedrooms, from 12s. 6d. to 21s. Moderate tariff. Reduction 2 sharing.—SECRETARY, 60 Princes Square.

LONDON, W.C.

HOSTEL for Professional Women and other Ladies. Near University College and British Museum. Central; quiet.—Miss H. VEITCH-BROWN, 6 Lansdowne Place, Brunswick Square, W.C.

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LADY will be glad to receive two or three ladies as paying guests. Terms: 52s. 6d.; two sharing one room, 2 gns.; one small room, 35s. Apply early—E.M.S., Restneath, Malvern.

NEWQUAY.

JESMOND Dere, Newquay. — Comfortable board-residence; homely, refined; reduced winter terms. Finest sea view; central; near golf and tennis. Apply—Mrs. TUCK.

OXFORD.

TO LET, August. — At 30s. weekly, charmingly situated Furnished Villa, overlooking river and beautiful country; pleasant garden with lawn; penny omnibus to city, colleges, &c.; gas cooker, two sitting rooms, five bedrooms; near boating house; would exchange for small seaside house.—Miss CHADWICK, 85 Abingdon Road.

ST. MARGARET'S-ON-THAMES.

TWO unfurnished rooms; use of bathroom; near bus and station.—23 Orchard Road.

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COMFORTABLE, clean apartments. Near sea and station. Mrs. GLANVILLE, Brimley Avenue.

TEIGNMOUTH.

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TORQUAY (near).

DEVONSHIRE (near Torquay). — Board-residence and apartments. Every comfort; piano, bath; indoor sanitation; large garden; excellent cooking; beautiful scenery; farm produce; garage. Terms moderate.—BARTLETT, Chalet Bon Air, Newton Road.

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SELECT apartments or board-residence. Ten minutes post office. Indoor sanitation; Company's water; bath (hot and cold); farm produce; healthy resort; lovely scenery. Excellent testimonials; moderate terms.—Holbeam Wood, Wallcrouch, Wadhurst.

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REQUIRED by Indian young lady (18), for five weeks in August and September. board-residence at a seaside School (not East Coast). Companionship, swimming, tennis. Address—PRINCIPAL, Brackenhurst, Hindhead, Surrey.

ADVERTISEMENTS for the above section should reach the office by July 22. Scale of charges will be sent on application to
WILLIAM RICE, JUNIOR, 3 Ludgate Broadway, E.C.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

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Ladies seeking appointments in Public or Private Schools for next term should apply to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of AUTUMN TERM VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates :—

ENGLISH AND GENERAL FORM MISTRESSES.

English Lecturer for Church of England Training College in Home Counties. Degree and experience essential. Res. £100.—A 53716.

History Mistress for important High School in the North-west of England, with English or elementary Mathematics as a second subject. Honours degree essential. Non-res. £120 to £130, increasing to £140.—A 53275.

Senior Mistress for Dual Secondary School in Hampshire to teach Latin, French, and English. Good qualifications and experience essential. Non-res. £140, increasing to £150.—A 51768.

Head Assistant Mistress for mixed Secondary School in Home Counties. University degree and experience essential. Non-res. £140 to £150, increasing to £200.—A 53704.

Senior English Mistress for high-class Private School on South Coast, offering History or English as a special subject. University education and good experience essential. Res. about £90.—A 53077.

English Mistress for high-class Private School in Vancouver to teach English Phonetics and Elocution, with elementary Grammar, &c. Res. £140 to £160.—A 53709.

Assistant Mistress for Boys' Grammar School in Yorkshire, to teach Latin and History.—Res. £80.—AD 53708.

Senior English Mistress for important high-class Boarding School near London, to teach English Language and Literature. Good qualifications, experience, and Churchwoman essential. Post can be resident or non-resident, with good salary.—A 52049.

English Mistress for large London Public Day School, to teach English to a high standard. Oxford or Cambridge Honour woman, with experience, preferred. Non-res. post, with good salary and prospects.—A 53996.

Middle Form Mistress for high-class Private School in Home Counties, able to teach also Geography on modern lines. Good qualifications, with experience with girls of good social position. Res., £60 to £70.—A 52231.

MODERN LANGUAGE MISTRESSES.

Modern Language Mistress for large London Public Day School, to teach German and French. Degree and residence abroad essential. Non-res. post with good salary.—A 54342.

Modern Language Mistress for important Endowed School in Yorkshire, to teach German and English. Honours Degree essential. Non-res. £120.—A 53614.

Modern Language Mistress for important Public School in the South of England, to teach German and French, with Latin, History, or some other subject. Good qualifications essential. Non-res. £120.—A 54253.

French Mistress for important public Secondary School in the North-west of England. Honours Degree, with experience or training. Non-res. £120 to £150.—A 54179.

CLASSICAL MISTRESSES.

Classical Mistress for Public School on the South Coast, able to take some other subject also. Degree and Churchwoman essential. Res. £75 to £80 or more.—A 53723.

Classical Mistress for high-class Public School to act as Head of the Upper School. Oxford or Cambridge Honour woman preferred. Good experience and organizing power essential. Res. £100 to £110.—A 54172.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematical Mistress for first-class Private School in the Midlands, to teach Mathematics to Higher Local standard. Elementary Latin a recommendation. Good qualifications and experience essential. Res. £120 increasing.—A 53124.

Lecturer for Elementary Training College in the Midlands, to teach Mathematics to Degree standard, with Geography and Games. Honours Degree and Churchwoman essential. Res. from £75.—A 53715.

Science Mistress for Boys' Grammar School in the South-west of England. Res. £100 or non-res. £130.—AD 50568.

Science Mistress for large Public Day School in London, to teach Chemistry, with Mathematics or Geography. Degree or experience essential. Non-res. £130 to £160.—A 53217.

Mathematical Mistress for important Public School in the Eastern Counties. Good qualifications essential. Non-res. post with good salary.—A 53542.

Mathematical Mistress for large high-class Private School near London, to teach Mathematics to Matriculation standard, and some Science. Good qualifications and some experience essential. Res. £60 to £70.—A 54007.

Senior Mistress for Girls' Grammar School in Devonshire, to teach Mathematics and Junior English. Non-res. £130, increasing to £160.—A 53220.

KINDERGARTEN MISTRESSES.

First Form Mistress for Public High School in the South-west of England, to teach Scripture and Botany in Lower Forms. Public School education and Higher N.F.U. Certificate essential. Non-res. £100.—A 52695.

Lower School Mistress for Public School on the South Coast, to teach the usual elementary subjects. Higher N.F.U. Certificate essential. Non-res. £100.—A 53154.

Kindergarten Mistress for Girls' High School in India. Froebel Certificate, with good experience essential. Non-res. £160 and passage.—A 54426.

ART MISTRESSES.

Art Mistress for Public High School in the Eastern Counties. Good education and training essential. Some Secondary subject required. Res. £85 or more, dependent on number of painting pupils.—B 54399.

Art Mistress for good-class Private School in Yorkshire, to teach Drawing and Painting for Ablett's Examinations, Handicrafts, including Needlework, and some junior English. Res. £40 to £45.—B 53437.

MUSIC MISTRESSES.

Music Mistress for high-class Boarding and Day School in Canada to teach Pianoforte (performer) and Singing. Res. £83 increasing and passage.—B 53473.

Music Mistress for Junior House of high-class Boarding School in the Midlands, to teach good Pianoforte (Matthay Method preferred). L.R.A.M. with Boarding School experience and Churchwoman essential. Res. £40 to £60, according to qualifications and experience.—B 54064.

Music Mistress for Public School in Ireland, to teach Pianoforte (Associated Board Examinations), and Class Singing of the whole School. Good experience and disciplinarian essential. Res. £60.—B 53842.

Music Mistress for good-class Private School in the South-west of England to teach Pianoforte and Class Singing. German Conservatorium training preferred. Res. £70.—B 54435.

Music and Art Mistress for small high-class Private School on South Coast, to teach Pianoforte, Theory, Harmony, Class Singing, and the usual Art subjects. Res. about £60.—B 54433.

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Gymnastics Mistress for Co-educational School in Home Counties, to teach Swedish Drill, Hygiene, Physiology, and some other subject or subjects. A lady over 30 preferred. Res. £50 to £70.—B 53821.

Drilling and Games Mistress for County Secondary School in Home Counties, able also to teach Needlework. Non-res. £100 to £120.—B 54367.

TECHNICAL MISTRESSES.

Domestic Science Mistress for Girls' Public Boarding School in Scotland, to teach Needlework on modern lines throughout the School, Cookery, &c., to a small class of elder girls, and to act as House-mistress of small Household of senior girls. Must be well educated and hold Teacher's Diploma. Res. £60 to £70, according to qualifications.—B 54441.

Mistress required to take charge of School of Domestic Science in the South of England. Good experience essential. Res. £60 increasing.—B 54121.

STUDENT-TEACHERS.

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LADY MATRONS AND HOUSE MISTRESSES.

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Ladies desiring further information of any of the above and of other suitable Vacancies should write fully to Messrs. TRUMAN & KNIGHTLEY, stating their age, qualifications, &c., and enclosing copies of their testimonials.

NO CHARGE OF ANY KIND is made to Applicants unless an engagement be secured through this Agency, when the terms are reasonable. Prospectus, terms, &c., will be forwarded on application.

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No charge is made to purchasers.

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Algebra, Junior. By A. G. CRACKNELL, M.A., B.Sc., and AUGUSTUS BARRACLOUGH, M.A. 2s. 6d. With Answers, 3s.

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REVIEWS AND MINOR NOTICES.

SOME BOOKS ON RUSSIA AND RUSSIAN.

- (1) *A Thousand Years of Russian History.* By SONIA E. HOWE. (7s. 6d. net. Williams & Norgate.) (2) *A Short History of Russia.* By LUCY CAZALET. (2s. Oxford University Press.)

(1) Mrs. Howe—a lady of Russian birth, and the wife of an English clergyman—has produced an attractive volume, which surveys in a popular and interesting way the wonderful history of Russia for the last thousand years, and also provides chapters on the Cossacks, the Baltic Provinces, Poland, and Finland.

The story told is one of entrancing interest, and is both tragic and romantic. Ninth-century Russia consisted of loosely organized communities, whose principal centres were Novgorod and Kiev. The latter city, however, gradually gained the ascendancy, especially through its famous princes, Oleg and "sunny" Vladimir (980–1015). The romantic story of the introduction of Christianity into Russia by Vladimir is well known. Having received the representatives of various religions—Mohammedans from Bulgaria, Jews from among the Khazars, Catholics from Germany, and a monk from Greece—he was most impressed by the last, and the following year sent delegates to visit the various centres. Arrived at Constantinople, they were taken to the splendid church of St. Sophia, where the Liturgy was sung by the Patriarch, surrounded by his clergy, in gorgeous vestments, amid numberless lights and incense, and with every accompaniment of solemn and impressive ceremonial. The envoys were profoundly impressed. "There is nothing else like it on earth," they said; "there, in truth, God dwells with men, and we can never forget the beauty we have seen." Vladimir, having decided to make Christianity, in its Greek form, the national religion, caused all his people to be baptized in the rivers.

Russia received both her religion and her civilization from Byzantium. This is a fact of cardinal importance for understanding the history. The Byzantine tradition has never died out, and the conviction is passionately held by all the Russians that Russia's destiny is to redeem the city of Constantine from the power of the Turk. Another significant factor which must be grasped is "the vital importance of the Mongol invasion, with its destructive, arresting, and retarding influence on the country's progress and civilization." The Tatar domination had begun by 1240, and it continued for 240 years. It produced, however, one good result in welding the Russian people together.

Chapter IV is devoted by Mrs. Howe to a sketch of the growth of the Muscovite Empire (1462–1598). It was the Grand Prince of Moscow who wrought deliverance from the Tatars, and the Metropolitans had already settled in Moscow in 1325. The present dynasty, as is well known, began its imperial career in 1612, when Michael Romanoff, son of the Patriarch Philaret, was chosen Tsar. The authoress remarks:—

Mikhail Romanoff was chosen Tsar, not on account of any special virtue in himself, but because of the popularity enjoyed by his family, which some three hundred years previously had come over to Muscovy from Prussia, at the time when that country was still inhabited by Slavs. The Romanoffs had an unstained record and, although only entitled Boyars, their position had never been questioned by their peers. Their integrity, love of learning, and charm of manner had made them popular in each successive generation.

The fortunes of the new dynasty, which derived its position from popular election, and of Russia, are traced in further interesting chapters—two being devoted to Peter the Great ("the Europeanizer of Russia") and his reforms, and two to the great Catherine II—and the story is brought down to the liberation of the serfs in 1862. A "Link" of five pages provides dates and indications of more recent events, down to 1915. A word of praise must be given to the maps and illustrations.

(2) The *Short History*, by L. Cazalet, gives a brief résumé of the principal events and personages of Russian history in

clear outline. There are some good illustrations and a map. The authoress, who belongs to a well known Anglo-Russian family, obviously knows Russia and the Russian atmosphere very well.

First Russian Book. By NEVILL FORBES, M.A., Reader in Russian in the University of Oxford. (2s. 6d. net. Oxford University Press.)

This admirably arranged manual, by an accomplished philologist, meets the needs of the beginner in Russian in a thoroughly adequate way. Difficulties are not shirked, and real help is afforded. The writer explains that his book "is intended as a practical means of acquainting the student of Russian with the first difficulties of the language, which are the case-endings." Very few verbs are dealt with here, "the terrors of the Russian verb" being "reserved for the second book." The plan adopted is an eminently practical one. After introductory chapters on the alphabet and pronunciation, the student is introduced to some easy phrases without verbs, some "useful" adverbs, and the verb "to be." Then the case-endings are dealt with in connexion with substantives, pronouns, and adjectives. An excellent feature is the ample illustrative use of vocabularies and collections of phrases throughout. The use of prepositions is also illustrated and explained in the same way. The student is helped by a generous employment of transliteration, and the accent is marked throughout.

In order to gain a real knowledge of so difficult a language as Russian there is no royal road. But difficulties will be surmounted by the methodical and patient use of such a manual as this, and its sequels. It is much to be hoped that the study of Russian will be seriously and widely taken up in England. If this is done, it will yield a rich harvest in many directions.

Collected Papers on Analytical Psychology. By C. G. JUNG. Translated by Dr. CONSTANCE E. LONG. (12s. 6d. net. Baillière, Tindall, & Cox.)

On page 206 of this work we read "Psychoanalysis is not only scientific, but also technical in character, and from results technical in their nature has been developed a new psychological science, which might be called 'analytical psychology.'" It might, of course. But Prof. Stout was already in the field, and English readers, at any rate, will feel that he has the prior claim. But, after all, there is no copyright in titles, so Dr. Jung has no doubt some justification for attaching a new meaning to the term "analytical psychology." This claim would have been much stronger, however, had he written a systematic work on the subject. There is certainly room for such an exposition of all that underlies psychoanalysis. English readers who are interested in this subject will welcome the book, for there is a very general desire to know what it all means. We have continual references to it in connexion with both medicine and pedagogy. But there is no accredited and exhaustive treatment of it in English. The present work consists of reproductions of various articles and addresses written and delivered in diverse connexions. The first chapter is the longest, and deals with the psychology and pathology of so-called occult phenomena. But the lay reader would be well advised to begin with Chapter II, which deals with the Association Method, and follow this with Chapters VII and VIII, treating of psychoanalysis itself.

Dr. Jung is keenly sensitive about the suspicions with which his subject is regarded by the general public—suspicions that are probably stronger in this country than in either Austria or Switzerland. "There are so many misconceptions of the matter, so many prejudices against certain psychoanalytic views, that it becomes an almost impossible task to reach mutual understanding in public discussion." If this is true in addressing an international Medical Congress, we are not surprised to find the apologetic tone adopted in addressing a general audience at Clark University: "The report of the following case will appear strange, incomprehensible, and perhaps unacceptable to you. I beg

you, however, to defer your final judgment, and to enter upon the consideration of these new subjects with a kindly disposition, for such pioneer work in virgin soil requires not only the greatest patience on the part of the investigator, but also the unprejudiced attention of his audience." It is to be hoped that the reader will give this unprejudiced attention, for Dr. Jung claims that his psychology offers "more value for practical pedagogy than the physiological psychology of the present."

It is well known that Jung has broken away from the more extreme positions of his master, Freud, and is therefore more likely to appeal to English thinkers. For Freud the dream is essentially a symbolic veil to cover repressed desires, and these desires are usually so nasty that his *Traumdeutung* forms a work that nobody would care to leave lying about for casual readers to dip into. Jung's view is that "the dream is, in the first instance, the subliminal picture of the psychological condition of the individual in his waking state." His work therefore consists of a careful study of what goes on in the subconsciousness, and the method of this study is psychoanalysis. Dr. Jung is eminently sane in his views about the technique of his analyses. He is almost vehemently opposed to any attempt to exercise influence on the patient during the process of examination. There must be no attempt to follow any systematic course in a psychoanalytic investigation. He italicizes the statement, "*So-called chance is the law and the order of psychoanalysis.*" The application to school work is obvious. Those who promote direct moral instruction will get very little comfort out of these pages.

But this is not the only point at which Dr. Jung's theories bear directly on the work of education. In a sense, the whole book is educational. Teachers may not like the things old and new that he produces out of the subconsciousness of little children, and sometimes, in spite of their best efforts to be unprejudiced, they will feel that he is carrying his deductions too far, but they will be made to feel that they turn away from his warnings at their peril. He is free from the rather flippant way some of our young English psychoanalysts have of talking of the "unc"—their pet name for the subliminal manifestations of the ego. It is true that many of his illustrations appear trifling. Individually they seem sometimes almost silly; but they have a curiously cumulative effect. Even the most case-hardened, anti-Freudian can hardly fail to concede, as a result of reading the book, that "there is something in it." Few English teachers will be willing at present to go much farther, and the Freudians do not help matters much by the peculiar attitude they sometimes adopt. Freud himself said to Jung on one occasion: "I first became clearly conscious of the value of my discoveries when they were met everywhere with resistance and anger; since that time I have judged the value of my work according to the degree of opposition provoked. It is against my sexual theory that the greatest indignation is felt, so it would seem therein lies my best work." Good enough as an epigrammatic retort, but Dr. Jung seems to take it more seriously, for, at the close of an interesting chapter on New Paths in Psychology, he points out that there is a great ferment at present about the possibilities of psychoanalysis, and that accordingly "something of great importance is taking place here, since the learned sections of society, as is usual at first, meet it with violent resistance." Surely this is going a little too far. It may be true that learned people very often oppose good ideas because they are new, but it hardly follows that such opposition proves that the ideas opposed are good.

(1) *The European Anarchy.* By G. LOWES DICKINSON. (2s. 6d. Allen & Unwin.) (2) *Towards International Government.* By J. A. HOBSON. (2s. 6d. Allen & Unwin.)

These are companion volumes and their contents may conveniently be considered together. Mr. Dickinson's title is significant of the contention of both of them—that wars can only be prevented by the institution of some machinery for

settling disputes among the States of Europe which shall be supported by force. With much that he says with reference to the present War we heartily concur; as, for instance, his assertion that for the last four centuries British imperialism has guaranteed the independence of the European States, that England has no desire to wage wars of conquest; that Sir Edward Grey has shown himself an extremely pacific foreign minister, and that the national vanity of the Germans has been cultivated until it has become a powerful support to a party in the Empire which was bent on aggression. At the same time we consider that he writes too much as though the other States now belligerent were more or less similarly responsible with Germany for the present war; and he attaches more weight to the Belgian despatches than we think warranted, seeing that, as he allows, they have been edited for publication by German authority. The opinion that the policy of the Entente and the strength of the British Navy caused Germany to believe herself endangered, that this belief led to arming and counter-arming until the strain became intolerable, and that Germany went to war because she expected to be attacked does not commend itself to us. There was no coalition against Germany before the War, no State thought of attacking her, and that German statesmen know. We are told that in August, 1913, the Kaiser certainly desired peace, for the Cabinet of Berlin prevented Austria from attacking Serbia immediately after the treaty of Bucharest. He did so, but we do not admit that that proves anything save that the moment was not opportune for the use of the mailed fist. Austria had let the time for intervention pass by, and after events force us to connect the decision of the German Cabinet with the facts that at that time the new increase of the German army had not fully taken effect, and that the widening of the Kiel Canal so as to admit the passage of ships of the Dreadnought type was not completed. A better opportunity for the prosecution of German policy in the Balkans was presented by the Sarajevo crime, which, Mr. Dickinson believes, so horrified the Kaiser that he no longer resisted war. It came at a convenient season for Germany; but even "at the last moment," he tells us, referring to Baron Beyens, that the German Government made "one more effort for peace." It is not so that we understand the diplomacy which immediately preceded the War. Germany would not listen to Russia's proposal for arbitration by The Hague tribunal, refused England's proposal for a conference, did not respond to her invitation to suggest terms of settlement, and when Austria appeared inclined to discuss terms declared war on Russia so promptly as to anticipate Austria's declaration by five days. While, however, we differ on several points from Mr. Dickinson's view of events, we do not deny his conclusion that war will not cease from troubling Europe from time to time so long as its States do not submit to a peaceful settlement of their disputes by some institution entrusted with power to coerce any State which would appeal to force. European anarchy would then give place to international government.

Is such a change possible? Mr. Hobson contends that it is, and his book develops his scheme for such a government. He proposes that after the present War, which he says should not be ended on terms humiliating to Germany, the States of Europe should form a "League of Peace," which should insist on disarmament and the settlement of differences by peaceful methods. As to the machinery by which the League should carry out its object, he suggests the establishment of a permanent court of international arbitration for the decision of all disputes relating to treaties, international law, and concrete facts: even disputes affecting vital interests or national honour—in a word, the conversion of The Hague framework into a permanent court of arbitral justice. Then, as there are many international questions not capable of judicial arbitration, he would have a Commission to inquire whether a dispute should go before the Court or be referred to a Council of Conciliation. This Council should recommend terms of settlement. Men of the type now employed on embassies or in foreign offices are not to be included in its personnel; their education at public schools and Universities, and the allowances of not less than

£400 a year which they receive from their fathers, are among the disqualifications which unfit them for such work. If, in spite of the recommendations of the Council, a State should continue violently to oppress or injure one of its neighbours, or breaks the peace of Europe, it should be coerced by the rest of the confederate States, either by a boycott or, if that proves ineffectual, by arms; for even in Mr. Hobson's reformed Europe war seems still to remain the ultimate appeal. For this purpose an executive is to be created, at whose command each confederate State is to be bound to furnish its quota of land or sea force. Mr. Hobson believes that "a proud and self-respecting State" will not refuse thus to surrender its sovereignty into the hands of a non-national committee. Nor does he apprehend that his European confederation might be brought to nought by such highly probable events as we venture to suggest, using letters in place of names of existing States. A. grievously injures B., disregards the recommendations of the Council of Conciliation, and either breaks the peace or imperils B.'s vital interests by repeated injuries. The Executive of the Confederation calls on its members, C., D., and E., to punish A.; but C. and D. decide that their national interests demand that A. should be supported, tear up the scrap of paper which binds them to the League of Peace, array their forces against any that the International Executive can muster, and another European war follows. Such events would, we allow, be impossible if the policy of States were determined solely by philanthropic and other moral motives, and if national interests and feelings gave place to "the international mind." This change, we are told, might be expected if executive power was exercised directly by democratic assemblies—the worst places, one would think, for the debate and decision of foreign affairs—for democracies are averse from war. Has Mr. Hobson never read the history of France in 1792-93? In short, we may hope for a super-State—an international government which will preserve Europe from the curse of war—when the foreign affairs of all countries are directly subject to democratic control.

A Short History of Europe, 1806-1914. By CHARLES STANFORD TERRY, Professor of History in the University of Aberdeen. (6s. Routledge.)

Prof. Terry here brings to a successful conclusion his *Short History of Europe* from the extinction of the line of Roman emperors in the west in 476, of which the two earlier volumes already occupy an honourable place among historical works of an educational kind. The date he places on his title-page as that at which his present volume begins has doubtless been decided by the starting-points of its two predecessors, but, though the years 476 and 1453 are marked by changes of the highest importance in European history, the declaration in 1806 that the Holy Roman Empire had ceased to exist wrought no change in the course of events; it was merely the formal announcement of the death of an institution which had long lost all vitality; and, as a matter of fact, this volume may be said to begin at the more significant date, 1804, the year in which war was renewed after the Peace of Amiens and Napoleon assumed the imperial crown. The task accomplished here is one of extreme difficulty, for, though the reaction which followed the overthrow of Napoleonic dominance gave European politics some unity, it was not long before a revolt was made against the attempt to keep, by force if necessary, the states of the Continent under a kind of moral directorate, and each was left to work out its own destiny. With the failure of the Holy Alliance, the interrelations of European states become complex and difficult to expound, especially in a comparatively small volume. Nor is this all, for many of the domestic affairs of the principal states demand notice either by reason of their own importance or of their bearing on international politics. Arrangement and selection are, therefore, the primary conditions of success in a work of this nature. In the arrangement of his matter Prof. Terry seems to us to have shown more than ordinary skill. That he should have avoided all repetition was not to be looked for, nor indeed would it have been desirable, for events told in one connexion must be

referred to if they influenced some other political condition. But it would certainly be difficult to improve on the plan on which this book is written. Its main divisions may be described as the close of the Napoleonic wars, the dominance of the Holy Alliance, the revolutions of 1830, the period of liberalism and the awakening of nationalities to consciousness and desire for unity ushered in by the widespread upheaval of 1848, the growth of the power of Prussia, and, lastly, the prelude to the present War. In each of these main divisions, which are not stated as such by Prof. Terry, he has chapters on special subjects, as for example when engaged on the events consequent on the revolutions of 1848 he gives separate chapters to the effects of the political unrest in different states, the German *Nationalparlament*, the second Napoleonic empire, the Crimean War, and the progress and completion of the freedom and union of Italy.

In his selection of matter he is not, perhaps, so successful as in its arrangement; parts of his book would have been more readable and more useful—though not, of course, so full of valuable information—if some facts had been omitted, and more room devoted to insistence on the significance of those that it was necessary to record. However, as it is the book is a thoroughly good one, generally accurate, well written, and showing a firm grasp of European political history during the last hundred years, and more, for it goes down to the Italian declaration of war against Austro-Hungary.

As an instance of Prof. Terry's power of exposition we may point to his account of the efforts made in Germany in 1848-49 to create a single federal state with a national constitution; the opposition of Austria, which insisted on the admission of the non-German elements in its empire, and refused to accept the proposal that the Prussian king should be the head of Germany, with the title of Emperor. He goes on to tell us how Austria suppressed the nationalist movements among Czechs, Slavs, Hungarians, and Italians, defeated the German scheme of federal reform, and re-established the old Confederation and her own place in it. Seventeen years later Prussia's victory at Königgrätz avenged her humiliation, a Federal State was substituted for the Confederation of 1815, and her hegemony was ensured; her position was invested with a new dignity when, in January 1871, the *Bund* became the *Reich* and the King of Prussia the *Deutscher Kaiser*. The chapter recording the successful struggle for Italian freedom and unity is written with vigour and sympathy, and does justice to the splendid work of Cavour, who, "though he worked in the background, was not the less the architect" of the kingdom of Italy. We turned with especial interest to the two last chapters, which deal with events closely connected with the present War; they are an excellent guide to the foreign policy of Germany since the retirement of Bismarck in 1890. A slight confusion in the review of Balkan history, however, is caused by a repeated error, which misdates by three years the war of 1885 between Serbia and Bulgaria. Southern Bulgaria—or Eastern Rumelia, as it was called—declared its union with Bulgaria under Prince Alexander in the September of that year. Serbia, instigated by Austria, claimed "compensation" for Bulgaria's gain, and King Milan declared war two months later. He was defeated at Slivnitsa, but Austria compelled Bulgaria to desist from the war and agree to the treaty of Bucharest. This, however, is of little importance as regards later developments in the Balkans, which are clearly and accurately recorded.

Life of Sir Philip Sidney. By Prof. M. W. WALLACE.
(10s. 6d. Cambridge University Press.)

It is a remark of Emerson's that there are some historical characters whose greatness in the eyes of their contemporaries is not accounted for by the records of them which we possess, and he instances, amongst others, Washington, Mirabeau, and Chatham. Of the Elizabethans, Raleigh, Essex, and Sidney, he says "they were men of great figure but few deeds." This is certainly true of Sidney. His actual achievement was small. One or two missions to foreign Courts, a few months at the Ordnance Office, where he worked hard, but whether successfully or not we do not know, and ten months' fighting in the Low Countries com-

plete the tale of his labours in active life. But of the impression he made upon his contemporaries there can be no doubt. When he went to Paris with a political mission at the age of eighteen the King of France gave him the title Baron de Sidenay. The Prince of Orange, according to Fulke Greville, considered him "one of the ripest and greatest counsellors of estate that lived in Europe." Spenser dedicated to him his *Shepherd's Calendar*, Hakluyt his first book of *Voyages*, and Giordano Bruno two of his treatises. Burghley, says Prof. Wallace, loved and admired him from his earliest years, and with Walsingham, whose daughter he married, his relations were very close. Even Mendoza, the Spanish Ambassador, bewailed his death and spoke of the "poor widow England, that having been many years in breeding one eminent spirit, was in a moment bereaved of him." He was adored alike by the soldiers at Flushing, by the poets of England, and by the ladies of the Court. The Queen stood from him what she would hardly have stood from anyone else. Much of this admiration was due, no doubt, to great personal charm, but we find it more difficult to understand the eulogy of the Prince of Orange. For, if Fulke Greville is to be trusted, Sidney was in politics a dreamer rather than a practical statesman. His schemes for raising all Europe against Spain and the Pope were merely castles in the air; his plan for planting an English colony or fortress on the coast of South America to harass the Spaniard was not calculated to be successful. It is noticeable that Drake seems to have fought shy of his partnership in the expedition of 1585; the point is not clear, but our biographer agrees with us in this opinion. Yet politics was the main interest of Sidney's life—a fact which Prof. Wallace brings out with scarcely sufficient clearness. He learnt little or no Greek at Shrewsbury School, and when he studied it later it was in order to read, not the poets, but Aristotle. When he travelled in Italy it was men, far more than art, that interested him. Italy, indeed, he looked upon with the eyes of the Elizabethan; it was "the rotten member which has so long infected the whole Christian body," and if the Turks got it so much the better, because "it would so ensnare them with all its vile allurements that they would very soon fall down of themselves from their high place." To a man so fashioned literature was merely by-play, and, with adequate openings for an active life, we might never have had *Astrophel* and *Stella*. Yet he had a genuine literary gift, not only for poetry but for prose, for *Arcadia* is one of the first English books written in a good prose style; and he is, perhaps, a unique instance of a man who, while caring less for literature than for an active life, attained to a higher place in the former.

The ethical element in Sidney's nature was stonger than the æsthetic, and he was so sworn to the service of his Queen, his country, and Protestantism that he counted all else as "toys." He would have thought that a life devoted to writing poetry was wasted. Yet it is really by his poetry that he lives. Except for that, he is merely a splendid tradition. The world knows nothing of his work but one golden story, and nothing of his prose but one ringing sentence. The *Defence of Poesy* charms us with its high spirit and its boyish enthusiasm, but its value as criticism is small, and it was unfortunate that its strictures on the lawlessness of the English drama were written only a few years before Marlowe and Shakespeare blew the critics sky-high. Few there be that can read *Arcadia* nowadays. But *Astrophel* and *Stella* lives. Prof. Wallace, agreeing with Mr. J. A. Symonds and Mr. A. F. Pollard, thinks a genuine emotional experience underlies the sonnet sequence. Sir Sidney Lee, we notice, seems to have wavered in his view in recent years, for, in the *Dictionary of National Biography*, he speaks of the work as "portraying with historical precision the course of Sidney's ambiguous relations with Lady Rich," but, in the *Life of William Shakespeare* he says cautiously: "A few of the sonnets are commonly held to reflect the heat of passion which the genuine intrigue developed." The question has all the charm of an insoluble conundrum. Prof. Wallace believes

that Sidney loved Penelope; that her ill-assorted marriage with Lord Rich raised his passion to a white heat; that for a time he indulged that passion, believing it to be a good and noble thing, but that the mood did not last long, and he attained finally to self-mastery. There was never any intrigue in the ordinary sense of the word. This theory does not commit us to believing that all the sonnets, including those inferior poems which are nothing but bundles of fantastic and frigid conceits or acrobatic feats of distorted thought, are autobiographical; indeed, our author considers that some were written frankly as literary exercises.

Of Sidney's education at Shrewsbury and Oxford, Prof. Wallace gives a good account, and tells us more than any former biographer; he also gives us some extracts from his letters to his brother Robert, which contain his views on the upbringing of a young man who is destined for public life. For such a youth Philip desired a culture which would be useful in the proper sense of that much-abused term: "So you can speak and write Latin, not barbarously—I never require great study in Ciceronianism, the chief abuse of Oxford, 'qui, dum verba sectantur, res ipsas negligunt,'" he writes. If he travels it must be to study the political conditions of each country and to know "multos hominum mores et urbes." France, Spain, and Germany are the important countries; with Italy we have nothing to do but buy its silk and wine. History again must lead up to politics. Arithmetic and geometry he desires him to study that he may get a sense of proportion—at least, so we interpret—"so as in both number and measure you might have a feeling and active judgment." Of purely ornamental accomplishments we hear nothing, and that though the writer was a courtier; the object of all study is to fit a man for the service of his country. It is a view of education which was never more needed than now.

Prof. Wallace's book is a very complete account of Sidney, both as a man and author. He might have made it an even more perfect picture by including more extracts from Sidney's letters to Languet, which bring us nearer to the real man than any modern writing can do. Our biographer is not afflicted with *lues Boswelliana*. His estimate of his hero is always sane and sober. Indeed we think he underrates his moral character when he says: "Of his faults we could sum up a formidable list," for the only serious weakness we can find in him is that extravagance in money matters which was the besetting sin of his age. On the other hand, he probably overrates his abilities when he says that, had circumstances been a little different, Sidney "might have been known as a founder of our Colonial Empire."

Poems of To-day: an Anthology. (2s. net. Published for the English Association by Sidgwick & Jackson.)

This volume of post-Victorian poetry is a tantalizing anthology; of the greater lights there is not enough to gauge their range, and of the lesser lights there are fragments that make us keen for more. It has been compiled that boys and girls may know something of the poetry of their own day, but there is not much to thrill the hearts and stir the pulses of the young, and it will appeal more to men and women. The 147 pieces selected are a fair sample of the minor poems of this century, though difficulties of copyright have prevented the inclusion of T. E. Brown, Thomas Hardy, W. E. Henley, and we may presume that the same consideration accounts for the exclusion of other names that will be missed. Sir Owen Seaman, Andrew Lang, James Rhoades, Austin Dobson, Norman Gale, A. P. and C. L. Graves would assuredly have contributed each a gem; and E. E. Bowen's Harrow poems are as characteristic as any of the age.

Nor can the number of poems allotted be taken as any indication of the respective ranks and importance. Robert Bridges and R. L. Stevenson have 11 each; Mrs. Meynell, 9; W. B. Yeats, 8; Laurence Binyon, 7; J. Masefield and F. Thompson, 7; Sir H. Newbolt, 5; G. Meredith, 4; William Watson and Rudyard Kipling, 2.

The intention, we are told in the Prefatory Note, has

been to represent those poetic tendencies which have become dominant as the influence of the accepted Victorian masters has grown weaker, and from which the poetry of the future must take its start; but the young student is left to discover for himself what these tendencies are, and the tripartite division into poems of the past (the romance of English history), poems of the earth (of English homes and the familiar countryside), and, lastly, poems of life itself (of life and death and immortality) does not help us much. The three strands are so inextricably blended that in most cases it is impossible to disentangle them. It is the meanest flower that blows which brings to Wordsworth the thoughts that lie too deep for tears.

It would be presumptuous to attempt a task that Dr. W. P. Ker and the Committee of the English Association have declined, but we may venture to jot down a few reflections suggested by a perusal of the specimens before us. First, then, we should be led to conclude that the true historic poem, the tale of doughty deeds, the ballad of Tennyson and Browning, is a thing of the past. Instead, we have meditations on the days that are no more. In No. 1 Walter de la Mare muses in *March*, "through what wild centuries roves back the rose," and every drop in the running rill is "as wise as Solomon." In No. 2 Frances Cornford lies upon the shore and dreams that she holds in "pre-pelagian hands" the shining—small grains of sand. In No. 3 John Masefield builds again the City of the Soul that rose on the ruins of Troy, the submerged Atlantis. The thoughts of the Atlanteans are golden birds—elemental birds, which fly as singing flames to busy camps and marts, and perch upon the boughs of human hearts. These are conceits, and a too evident hunting of the letter; but we are not criticizing the workmanship, which is often admirable, and only concerned to detect the distinctive note. Literary, Alexandrian, metaphysical (in the Johnsonian sense) are the epithets that first occur to us, and we see the same tendency as in the French Symbolists. The boy and girl, at any rate, will pass with a sense of relief to No. 11, the grand ballad in the Devon tongue of *Drake's Drum*.

Lyrics of To-day would be an exacter title, for longer poems are not represented even in extracts, Meredith's *Love in a Valley* forming the sole exception. Hackneyed poems also are avoided, and we are grateful for being introduced to several new to us. To appraise the poetic genius of the age we must have before us plays and dramas like *The Dynasts*, a distinctly new departure. To hope that there is "nothing which may not bear translation into any European language" is a fond aspiration; there are untranslatable humours, like the racy *Roundabouts and Swings* of P. R. Chambers, and elegant trifles like the jibe at the fat lady who walked the meadows in gloves; but we may say of the volume, "Sunt bona, sunt quaedam mediocritas, sunt mala pauca." An appendix giving dates of authors and the titles of their works would add to its value.

RELIGIOUS THOUGHT AND THE WAR.

- (1) *The Challenge of Christianity to a World at War.* By E. GRIFFITH-JONES, B.A., D.D. (2s. 6d. net. Duckworth.) (2) *Religion and the War.* By F. R. BARRY, M.A. (1s. net. Methuen.)

(1) Dr. Griffith-Jones's volume is a weighty and well considered contribution to the consideration of the difficult problems raised in the realm of religious thought by the War. In a series of eight chapters he discusses (1) "The Challenge to Faith—the Problem of Providence"; (2) "The Challenge to Civilization—the Problem of Naturalism"; (3) "The Challenge to Morality—the Problem of Christian Ethics"; (4) "The Challenge to the Home—the Problem of Population"; (5) "The Challenge to Nationalism—the Problem of Patriotism"; (6) "The Challenge to Militarism—the Problem of War"; (7) "The Challenge to Militarism—the Problem of Peace"; (8) "The Challenge to Religion—the Problem of Reconstruction." The book is primarily written, as the author explains, "not for the wider public, but for those who still believe in the Gospel of Jesus Christ, but who are in sore

perplexity how to adjust their faith to the situation that confronts them."

It has become a vicious habit among even Christian thinkers to view Christianity as being face to face with the challenge of the modern world, rather than *vice versa*. It is Religion that has become a problem to many of us, not civilization, or modern culture, or the new thought. Our postulates are not those of faith but of reason, or rather of criticism. So firm and immovable have the assumptions of physical science, and of the new Biology, Psychology, and what not, come to be considered, that the profound realities of the spirit, in virtue of which alone we are given our small opportunity of bringing the Universe to book, are tested by categories that belong to the laboratory, the classroom, or the market-place—methods which end in evaluating the highest reality in terms of the lowest, God in terms of the universe, personality in terms of organism, mind in terms of matter, with the resulting impoverishment of all values, and the establishment of a false standard of judgment for all things divine and human. It is time to reverse this process.

This is the right method, from the religious point of view, of approaching the problem, and Dr. Griffith-Jones's answers to the difficulties that exist are well worth serious consideration. One of the most interesting chapters in his book is the second, where he examines the distinctive principles that underlie modern civilization. He shows that there is a good deal of false philosophy here which was bound to issue in the present catastrophe. Discussions of this sort are timely in view of the difficult work of national reconstruction that lies ahead of us all.

(2) Mr. Barry's small volume deals with some of the same themes—e.g. Christianity and Nationalism, and evil and the divine Providence—but in a slighter way. His distinctive note is insistence on the need of deeper vision and spirituality in organized Religion. This is profoundly true. Too often the clergy are involved in a mass of parochial machinery which makes it impossible for them to deliver a real "message." Mr. Barry truly says: "Our generation is not antagonistic to religion; it is literally crying out for it." The men who "have seen God face to face in Flanders" will, when they return, want something "far more spiritual" than is often offered. There must be far more leadership, intellectual, moral, and spiritual, in the clergy if organized religion is to make any great appeal to such men. If the laity generally will only revise their conceptions as to the functions of the clergyman and realize that, "if he is to study and to pray, he must be set free from the dissipation of energy involved in parochial organization" we may hope to see real leaders springing up in the religious world.

Diatessarica: the Fourfold Gospel. Section III: *The Proclamation of the New Kingdom.* By E. A. ABBOTT. (12s. 6d. net. Cambridge University Press.)

Dr. Abbott continues to pour forth, with an industry which can only be described as amazing, volume after volume embodying the results of his minute research work on the Gospels. Like all its predecessors, the present contribution is a monument of painstaking and exact scholarship. Even when his arguments may fail to convince, the discussion is always full of keen analysis and illuminating suggestion. The main object of Dr. Abbott's elaborate work (of which the present volume is only a part) is to define and determine the relation of the four Gospels to each other. The author, accepting the priority of the second Gospel, which he regards as a primary source of the Synoptic tradition, maintains the thesis that the Fourth Gospel constantly intervenes to correct Matthew and Luke where these, jointly or severally, diverge from the Marcan tradition. But the process of correction involves restatement, and this brings with it many compensations. "In almost all the numerous instances," says Dr. Abbott, "where John intervenes in the Synoptic tradition," he "seems to do this mostly with a view to elucidating Mark, where Luke omits or alters some Marcan tradition." An example is found, e.g., in the account of the miraculous draught of fishes given in St. Luke (v, 1 ff.), with the parallels in St. Mark (i, 16-20) and St. Matthew (iv, 18-22). The amplified and corrected version of this inci-

dent is to be seen, according to Dr. Abbott, in St. John xxi, 7-19, where it is placed *after* the Resurrection.

As Dr. Abbott remarks:

We lose something, it must be confessed, in arriving at the conclusion that Luke's carefully arranged and attractive Gospel—where it attempts to clarify or correct the obscurities and abruptnesses of Mark and [sometimes] to extract definiteness out of indefiniteness—cannot always be relied on as bringing us nearer to the words of Christ. But, even here, may we not learn more from Luke and John together—on the supposition that Luke is wrongly correcting Mark, and John rightly explaining Mark—than we should have learned from John alone without the erroneous Luke?

It seems to us clear that St. John does in his curiously "indirect" way often silently correct or restate certain things in the Synoptic narrative. He clearly has this in mind when he writes. But Dr. Abbott seems to press this occasionally too far, and sometimes finds allusions which are rather remote and unconvincing. None the less his discussion is full of valuable constructive work which, if it is carried through to completion—as we devoutly hope—will be of priceless worth.

The preface to the present volume contains a noble and profoundly moving vindication of the spiritual value of the Fourth Gospel. This Gospel sets before us, as nowhere else, "the Holy Spirit of Christ"

testifying to us of the ultimate triumph of the love of the Father, through the revelation of the Son, overcoming and converting to good all powers of evil.

This teaching, if true, is not a merely theoretical truth. Never was there an age when it was more practically needed—an age that has been so far led astray by the impostures of false philosophy and false science as to dream that man's permanent welfare can be brought about by an appeal to enlightened self-interest, through the readjustment of social and political arrangements, with the aid of the marvellous discoveries of modern science.

It may be added, to show the scale on which Dr. Abbott's work is planned, that the material discussed and examined in the 484 pages of the present volume covers only the first three chapters of St. Mark. The whole is admirably arranged and indexed.

A Public School in War Time. By S. P. B. MAIS. (3s. 6d. net. Murray.)

The War raises so many and such multifarious questions as to secondary higher education that we must not complain if, in this collection of miscellaneous articles, Mr. Mais touches only on a few of them, mostly those that have come under his immediate observation as a public-school master. We may, however, complain that his public school is a composite photograph. For the various scenes of which it consists he could doubtless quote chapter and verse, but he fails to give us any clear vision of his ideal school of the future, and he does not touch on any of the urgent reforms for which both those without and those within the pale are clamouring. Thus the Registration Council has laid down that the accredited teacher of the future shall be trained; but Mr. Mais apparently holds that the ideal teacher is born, not made, that without the innate power of discipline all other gifts and accomplishments will profit him nothing. So on the conflict of studies—the humanities and science—there is not a word. So, again, on entrance scholarships and preparatory schools at the bottom of the scale, and of matriculation examination and the Universities at the top.

But enough of fault-finding. We turn to the chapters on the O.T.C., Night Operations, and A Field Day. These are matters in which Mr. Mais has played a leading part, and his descriptions are vivid and lifelike. We rejoice to learn on such good authority that games have taken a back seat, and are no longer played as the main business and duty of school life. Lessons too, we are informed, have gained rather than lost by the change. We may, however, question whether, after a hard day's route march, or of coal-heaving, "the appeal of the majestic Greek poet, the English playwright, or the philosopher" will be infinitely greater and more instant; but of the good that will come from the mingling of all classes we have no doubt.

To make school chapels voluntary is a bold reform for which there is doubtless something to be urged, but it lies beyond our scope. We must, however, enter a mild protest against the virulent denunciation of Addison's "The spacious firmament" as the lowest depth of hymnology. Whatever we may think of it as a hymn, it is not "appalling versified nonsense." It sent no "shivering fit through our frame," and we remember no suppressed laughter when it was sung in our school chapel; even now we have the bad taste to prefer it to "the majestic martial hymns of G. K. Chesterton and Rudyard Kipling."

Married Women's Work. Being the Report of an Inquiry undertaken by the Women's Industrial Council. Edited by CLEMENTINA BLACK. (G. Bell.)

The inquiry of the Women's Industrial Council has more or less coincided in time with the rather similar undertaking of the Fabian Women's Group; the only difference being that the scope of the latter was to discover in what proportion of cases women workers in general support others than themselves.

Miss Black, in her introduction, divides married women of the poorer order into four classes, varying from those who, although the family income is inadequate, do not earn, to those who, although the family income is adequate for the supply of necessities, yet earn. The general conclusion of the investigators seems to be that the work of married women is mainly for the purpose of supplementing a more or less inadequate income. At Reading, for instance, the commonest answers were: "To supplement husband's wages," "because of husband's ill-health," "to support self and children since deserted by husband." The most important part of the inquiry has concerned the effect of industrial work on maternal functions. On the whole, Miss Black concludes that such work does not necessarily affect maternity adversely. It is always assumed that domestic work is compatible with the bearing and rearing of healthy children, whereas factory work is not. But often the domestic burden proves the heavier of the two. "It is possible that society is evolving in the direction of a family supported financially by the earnings of both parents, the children being cared for meanwhile, and the work of the house being performed by trained experts."

Meanwhile, what effect is the increasing employment of women having on men's wages? If it tends to lower them, then undoubtedly the work of some married women must force the rest into industry. But we must avoid the "lump of labour" fallacy in considering this question. If the employment of married women increases the national income, the result may even be the reverse. It will bring more leisure to some working-class wives. The investigations seem to have been efficiently and systematically carried out on the now familiar and inhumanly impersonal lines. For the hardness of men's hearts this is, of course, necessary.

"Four button-holers appear. No. 14 worked for a middle-woman, and was paid 5d. for a dozen shirts, described as containing 35 holes—a number which appears to be impossible, and should, perhaps, be 36." It is true that human touches sometimes occur. "Mrs. E 1 is thirty-five, and was married at seventeen. She works intermittently as a rag-picker, but at present is staying at home to nurse the baby (nine months), the said baby, however, being observed playing on a stone pavement, and already able to stand alone."

Nevertheless, if any modern Pharisee were to ask for the signs of the coming of the Kingdom of God, he might be answered not unsuitably: "When men and women are no more 'cases,' nor charwomen's earnings recorded in charts."

Politics and Crowd Morality. By ARTHUR CHRISTENSEN. (7s. 6d. net. Williams & Norgate.)

The Danish author of this book is greatly troubled at some of the phenomena of Parliamentary government. It all represents, in his view, the primitive instincts of the crowd. The characteristic of the crowd is that it does not think: it only shouts, and what it shouts is the result of suggestion. One of its symptoms is that it will go on crying the same thing

contentedly for a very long time. So do children; so, we are told in Scripture, does the crowd which no man can number in Heaven. But these two do it for a very good reason: the child because he has discovered something new and satisfying, and wishes both to perfect himself in it and have full joy of his attainment; the heavenly choir because it has found the one formula that expresses its ecstatic emotions as no other will. M. Christensen thinks that what the crowd cries is simply the greatest common measure of the thoughts of the individuals composing it. Its thought must therefore, he says, be primitive. But why should the thoughts that we all share be primitive thoughts? The thoughts that we all share in church, for instance, we are apt to regard not as primitive, but as the highest thoughts in us. After all, it is the proper function of the crowd to inspire and be inspired. It may express itself in catch phrases—"One man one vote," "Work for all," or what not? But that is its business—according to the theory, at least, of the British Constitution. It has to instruct its representatives as to the principles which it wishes to be carried out in legislation. It is his business to translate it into terms of statutes. M. Christensen gives scandalous descriptions of "scenes" in popular assembly, when the Chairman throws his bell at a leader of disorder, and gets his head punched in turn, and he finds the psychology of the crowd here too. In this he is, perhaps, more to be believed. And now we are told on the loose cover (what need for reviewers nowadays, when the publisher's boy gives us an epigrammatic evaluation of the book on its forefront?) that this work both explains the past and indicates possibilities for the future of Europe. And what are the possibilities? A Ruskinian aristocracy? An enlightened absolutism? A sympathetic bureaucracy? No; but a system of organic representation by trade groups! In other words, government by trade union delegates, or something rather resembling it. Could there be a greater bathos? M. Christensen's book is, in fact, falsified by the attempt to explain things by a single principle of a simple nature, a fault which he has borrowed from the Germans. Nevertheless there is a good deal of useful and interesting discussion of inter-State politics, and of the relation of public opinion to State morality. Public opinion, he thinks, may be of salutary effect in international dealings when it adopts the procedure of the morality of individuals, and thus throws off the taint of crowd-psychology.

Scientific Papers. By Sir G. H. DARWIN. Vol. V. (6s. net. Cambridge University Press.)

This concluding volume is occupied chiefly with the Cambridge lectures on Hill's Lunar Theory, in which Sir George Darwin considerably simplified the presentation by using comparatively elementary methods of analysis. The volume also includes a paper on librating planets, while the introductory pages contain biographical memoirs by Sir Francis Darwin and Prof. Brown.

Canadian Essays and Addresses. By W. PETERSON. (10s. 6d. net. Longmans.)

This is presented to the public as a memorial volume by the Principal and Vice-Chancellor of McGill University to mark the twentieth year since he became a citizen of Canada. To the older generation of Englishmen he is best known as a distinguished Latin scholar—the pupil, and for some time the assistant, of Prof. Sellar, and the editor of Quintilian's *Institutes*. The first address in the volume was before the Phi Beta Kappa in New York, in 1896, and the last, in 1914, at the Memorial Service held at the Royal Victoria College, built and founded by Lord Strathcona, the Chancellor of McGill, to whom, in conjunction with Sir William Macdonald, the volume is dedicated.

Such a volume stands in no need of an apology. The Principal of an American or Canadian University is perforce more or less of an orator, and each of these papers and addresses is a work of art, prepared with deliberate care and forethought. The War was still in the future, but an event that casts its shadow before, and the note that underlies and

inspires most of them is the unity of learning, and in particular the duty laid upon the Universities of the Empire to keep in touch with those of the mother country and consciously to pursue a common aim. Autonomy and individuality are not the only words to conjure with. Dr. Peterson is no hide-bound classic, and his admission of the claims of science in school and University education is no mere sop thrown to Cerberus. Yet he looks with something like horror on Harvard, which requires no Latin or Greek for matriculation, and he clings to the old superstition that Latin furnishes the only available key to universal grammar and is essential for a proper understanding of English literature. He does not see, or will not acknowledge, that for the average boy, who drops his pursuit of Latin at fourteen or earlier, the study is useless, or, at any rate, his time might have been more profitably employed. Nor does he acknowledge that acquaintance with Greek politics and Greek art can be obtained through translation, as is the case with a vast majority of cultured Frenchmen. This part of the subject, however, fills but a small place in the volume, whose chief interest is political.

I Serve. By GEORGE H. GREEN. (1s. 4d. Black.)

This little work strikes us as an odd mixture of two separate books. Issued with the approval of the Schools Personal Service Association, it is described as "a handbook of personal service." But it is quite as much a handbook of "rights." Six chapters out of the twelve deal with these "rights." The author starts with an excellent chapter on goodwill and kindness, and then gets round to "rights" by a peculiarly circuitous route. The one "right," he says, which no one disputes is the right to be of service to others; but if we are to serve others we must have food, clothing, shelter, leisure, and so forth; therefore every one has a right to these things. But this is using the word "right" in a figurative sense, and such use of language always results in muddled thinking. The author should rather have contrasted "rights" and "duties." Once on the false tack, Mr. Green finds himself plunged into politics and sociology. The discussion of what a human being ought to get in return for his service to society is very useful, but it has little to do with personal service, the basis of which is not justice, but loving-kindness. In doing service to others we have no feeling about their rights; a kindly woman who comforts a crying child in the street does not think that it can claim comforting as its due; and the author's view of children's "right to love and kindness" strikes us as having little meaning. Again, we may perform services to people who have everything that the world can give. "Helping people to secure their rights" is politics, not personal service, for it implies the action of the State. The author takes a high view of the ethical purpose of life, but to many of his readers some of his doctrines will come as bard sayings. "The true use of leisure is as a preparation for further service." No one will deny that this is true in the abstract, but it is one of those truths which for practical purposes we do well to keep very far back in our heads. "A Cabinet Minister who plays golf may fix his mind intently on political problems as he walks from tee to tee." If he does, so much the worse for him, his golf, and his problems. Play while you play and work while you work is the better doctrine. "Our liberty is given us in order that we may serve our fellow-men, and for no other purpose." What! may one never write a poem, paint a picture, or grow a flower simply to satisfy one's own instincts? May one never take a walk or read a book without a thought for one's fellow creatures? Not the entire suppression of self, but the restraint of it, is the more healthy and practical principle. All this is pitching the note too high for ordinary humanity. In the book as an ethical treatise, therefore, we find something to criticize; but as an attempt to explain social problems to adult people (it is not meant for children) much of it is excellent. The questions are treated lightly, but that is intentional and is wise, the author wishing to suggest ideas for consideration rather than supply ready-made opinions. A feature of the book is the lists of subjects for essays and questions for debate at the end of each chapter.

Community Civics. By JESSIE FIELD and SCOTT NEARING. (3s. Macmillan.)

In this small volume of 260 pages we have a very excellent compendium of the whole duty of man. The various responsibilities and interests of life in a successful, well organized community are worked out in great detail and in very simple language; and the fine enthusiasm which the authors feel for their great subject is likely to be communicated to the young readers for whom it is evidently intended. And, while written for growing boys and girls, it will be a

very helpful textbook for teachers; for, though it is specially applied to the more primitive life of the West, most of its teaching has equal force, and is perhaps more needed, in a country in which people's obligations to each other tend to become relegated to the State. The chapters on the work children can do, and have done, in America towards beautifying and enlarging the scope of their school, and the advantage to the district of their studies in soils and seed-testing, are a striking proof of the sincerity and pleasure with which children will throw themselves into work that has a more than schoolroom value.

The German War of 1914. Illustrated by Documents of European History, 1815-1915. Edited by J. R. H. O'REGAN, M.A., History Specialists' Master at Marlborough College. (1s. 6d. Oxford University Press.)

Mr. O'Regan's "source-book" is a carefully planned compilation of sixty documents or extracts from documents comprising treaties, proclamations, diplomatic notes, and a few speeches, given in English. It begins with the Holy Alliance, and goes down to the summer of last year. Half the selections are immediately concerned with the present War, and it has as an appendix a facsimile of two pages from a German *Knapsack Dictionary* (*Tornisterwörterbuch*), apparently compiled to enable an officer to take his part in the subjugation of England after a successful invasion.

Marching Away. A Book of Consolation for War Sorrow.

By J. H. YOXALL. (6d. net. Horace Marshall.)

The reprint of five articles contributed by Sir James Yoxall to the *Daily News*. They are pleasantly written, though the message, like that of *In Memoriam*, is mainly "behind the veil." Few, however, will join those correspondents who upbraided the author for the expression of eternal hope with which he concludes. Had he revised the articles, he would doubtless have discovered the meaning of the "second paraphrase"—not contrasted Edith Cavell with the heroine of a long single life, and refrained from a sneer at current American literature.

A Short History of Belgium. By VAN DER ESSEN. (4s. net, University of Chicago Press and Cambridge University Press.)

Of the nations of Europe, the Belgians have been the last, save the Italians, to secure an independent national existence. In the Middle Ages they formed a collection of separate cities and provinces. Burgundian, followed by imperial rule, welded these communities into something like a State. Since then the Belgians have been successively under the rule of Spain, Austria, and France, and linked in a loveless union with Holland. But in spite of this Belgium has always had an individuality, and in his sketch of her history M. van der Essen, who is Professor of History in the University of Louvain, brings this out very well. His best chapters are those on the social condition of the country at various periods. He has an excellent description of the medieval city communities, and a good account of civilization, art, and literature—"the splendid achievement of Belgian culture," he calls it—during the Burgundian period. The account of the revolt from Spain is tame, and the author's sympathies are clearly not wholly with the rebels; it is a Belgian Catholic, not a Dutch Protestant, who is writing. The "Sea-beggars" are not mentioned, but certainly they are less important for Belgian than for Dutch history. We could wish for more information about politics in the nineteenth century: we are told nothing of the questions at issue between Catholics and Liberals. We notice a slip on page 12: Clovis did not make Paris his capital. We fear M. van der Essen is too complimentary to Elizabeth when he says that she "resolutely ranged herself on the side of international Protestantism, assisting and often directing its attacks." The book is written in excellent English, and we have noticed only a few traces of a foreign hand. It may be recommended to those who are in search of a reliable sketch of Belgian history.

How to teach American History. By JOHN W. WAYLAND. (5s. Macmillan.)

It is, perhaps, a pity that the title of this book seems to limit its scope, for most, if not all, of its admirable suggestions and examples could be applied by teachers of history in all countries. Prof. Wayland offers no dogmatic instruction as to how knowledge should be presented to a class; he recognizes very frankly that the methods adopted must vary according to the character of the teacher and the capacities of the class, and that no definite rules can be laid down. The born teacher will always evolve new methods for himself; but the born teacher of history—gifted with knowledge, memory, judgment, and personality—cannot be found in sufficient numbers to satisfy the needs of our students; and a book like this, containing so much practical advice, and such kindly, carefully chosen warnings will be a real help to many earnest teachers who have been conscious of failure. There are very few of the problems that confront the average teacher on which Prof. Wayland has

not something illuminating to say, while his hints as to the use of pictures and handwork, setting the children to hunt out local historic scenes and relics, learn patriotic songs, and act great events from history, are not the less useful because essays in that direction have already been made in many schools. The line followed in this book is the one recommended by it—to make those to whom it is applied think, not simply accept the thoughts of others. There are many points which deserve fuller discussion than can be given to them in the space of a short review. The author is strongly against overloading the student's mind with a long list of dates, and gives in one chapter some ingenious aids to memory by which that labour can be lightened. The few dates, thoroughly mastered, and with much pictorial assistance, will act as the corner-posts of a house; no weight of detail that is added afterwards can force the building into crooked and uncertain lines. If the first years of school life were not given to periods or countries studied in detail, but to stamping in a few "milestones" of the world's history, elaboration, when it came, would fit into its place, and the young mind would not be perplexed by the constant change of focus as the field enlarges. The advice as to careful questioning and the importance of well-expressed, simple examination papers is worth study, and the comments, favourable and otherwise, which have been collected from students about their teachers are also useful for purposes of self-examination. One novel suggestion is the *pre-view*, to direct attention to points to be developed in the lesson, in preference to the *review*, which comes when interest is waning. Prof. Wayland strongly urges the use of notebooks, but advises the writing of a summary after the lecture rather than the distraction of taking notes during it. Could not time-tables be arranged with a view to that? One of the greatest obstacles to concentration that the child's mind has to face is the hurrying from one class to another on a totally different subject without a moment's interval for reflection on the material that has just been placed before it. This book has so much that will be really helpful that teachers in England must not let themselves be deterred from studying it by a somewhat American standpoint in the earlier chapters.

(1) *Converging Paths*. By Prof. CAMPAGNAC. (2s. 6d. net. Cambridge University Press.) (2) *The Ultimate Belief*. By A. CLUTTON-BROCK. (2s. 6d. net. Constable.)

(1) The War is making people think about fundamental ideals perhaps more than ever before, and it is natural that educationists should revise their textbooks or see to the revision by others, for theirs is the task of guiding the coming generation. We have before us two volumes of modest size: one by a professor of education, one for teachers by a layman. The juxtaposition in Prof. Campagnac's book of *Religious Instruction* and *Commercial Education* is significant, and it will not surprise the reader to find a searching and just demand of the employer—"What is it, after all, you want?"—and a bold assertion that the schoolmaster's work is to produce "live intelligence," not "living machines." The book is interesting, arresting, and unlike the ordinary run of educational books. Now and again we find touches of pessimism, if not of cynicism, as at the close of the chapter on Religious Instruction, and in parts of Standards in Taste and Morals. Sometimes, too, we cannot help feeling that Prof. Campagnac allows himself to be carried away by the sound of his own words. It will not help any one towards reform, for instance, to be told they are "rotund in mind," and therefore "they very naturally argue in a circle." Should they be parabolic, and so reach the infinite? and if so, how should they attain this state?

(2) Mr. Clutton-Brock's book is of a very different type, simpler in language, and more direct: a very clear and honest confession of faith. Driven by a condemnation of modern German values, the author attempts to answer the question, "What should we value above all things?" and asserts, "They (the Germans) have made a State that is a danger to the world, because the aim of that State is wrong; but our State is aimless." His answer, in brief, is that the spirit has three activities and desires—the moral, intellectual, and æsthetic—each to be pursued for its own sake. No education, he says, is satisfactory which cramps any one of these activities, or makes any one subserve the other, though each naturally affects the other. The pursuit of goodness, truth, and beauty is the spirit's heritage. Perhaps the most original contribution in the book is Mr. Brock's insistence on the danger of ignoring and repressing the æsthetic activity in a boy's education, and also of making goodness a matter of reward and punishment, not an end in itself. The book should be read: its sincerity and honesty deserve recognition and the reward of serious consideration.

The Book of Joshua. Edited, with Introduction and Notes, by G. E. J. MILNER. (1s. net. Oxford University Press.)

For those who desire a text with a minimum of notes this edition may be commended. The text of the R.V. is printed continuously,

and the notes are placed at the end. The introduction of two pages might well be longer.

The Book of Judges. Edited by H. C. O. LANCHESTER. (1s. 6d. net. Cambridge University Press.)

This volume forms one of the excellent Cambridge series of short commentaries on the R.V. There is a good introduction of nineteen pages, which includes an analysis, and sections on the chronology, sources, and history of the Book, the religious conditions of the time, &c. A useful body of notes is printed below the text. The broad results of criticism are assumed throughout. The book will be welcomed by teachers for class purposes.

Joel and Amos. Edited by S. R. DRIVER, D.D. Adapted to the text of the R.V., with a few supplementary Notes, by H. C. O. LANCHESTER, M.A. (2s. 6d. net. Cambridge Bible for Schools.)

This edition of the late Prof. Driver's well known commentary will extend its usefulness. In its present form it is practically the same work as that issued in the original edition. Mr. Lanchester's notes are added where it is necessary to bring the original statements up to date, and occasionally expand and further elucidate what Driver wrote; but the present editor rightly has rigidly limited himself in these matters. It is needless to add that the commentary is a storehouse of solid learning compactly arranged, and that the student who works through it diligently will be richly rewarded.

Elementary Experimental Statics. By IVOR HART, B.Sc., F.R.A.S. (2s. 6d. Dent.)

A very useful addition to the valuable library of educational textbooks to which it belongs. The series of experiments which the author discusses lucidly and systematically, and which are delightfully illustrated by clear diagrams, will go far towards securing for many a student that mental discipline which it is the writer's aim to ensure. There are various passages in the text for which we should prefer other wording; it will be for the laboratory demonstrator to suggest desirable modifications. A framework arranged by Mr. Hart and Mr. E. G. Hardingham has been specially designed for the purpose of simplifying the setting up of the apparatus needed for these and probably many other experiments.

Ju-jitsu: Self-defence. By W. BRUCE SUTHERLAND. (1s. net. Nelson.)

The noble art of self-defence as practised to-day is here illustrated by fifty-six photographs of holds, locks, throws, counters, and grips, showing how armed force, Bia and Cratos, may be baffled and vanquished by Prometheus, art, and intelligence. The author, we are convinced, would be the last to profess that anyone could learn the art merely by a study of these captivating pictures, but it will induce special constables and others who have passed the fatal age of forty to attend the Physical School of Culture at Edinburgh, and let us hope that the War Council will open similar institutions for recruits, Boy Scouts, and the noble army of women who wait and serve.

General Phonetics. By G. NOËL-ARMFIELD. (Cambridge: Heffer.)

Mr. Noël-Armfield's book is intended for missionaries and students of language, and we have no doubt that it will prove of practical use. The author begins with the study of the organs of speech and speech-sounds, and passes on to the discussion of the phonetics of the English language. The student will therefore learn the principles of the science by the investigation of material with which he is already familiar. In some of the late chapters sounds which do not exist in English are considered, examples being drawn from Welsh, French, German, Arabic, Hebrew, and many other tongues. Clicks are not forgotten, and the student will learn the true pronunciation of "Cetewayo." The treatment of the subject is thorough—occasionally, indeed, we are inclined to think, too thorough for an elementary work; some of the explanations of minute differences between dialects might, perhaps, have been omitted. Mr. Noël-Armfield is an encouraging teacher, and will not allow that any sound is impossible for an European. Many missionary students will no doubt be relieved to hear that he does not believe in the existence of African sounds which cannot be made unless you knock out two front teeth. A number of exercises, some of them of an exacting character, will be found at the end of the book, and also some useful hints on the transcription of languages hitherto unwritten. The alphabet of the International Phonetic Association is used throughout.

Sounds of the Mother Tongue. By L. H. ALTHAUS. Revised Edition. (2s. University of London Press.)

Miss Althaus is a firm believer in phonetics for school children; she would have half-an-hour a day given to phonetic work for a whole year when children are aged nine or ten. She believes that the ultimate result would be a saving of time, because her ex-

perience is that children who have been trained in phonetics acquire the pronunciation of foreign languages very rapidly. Moreover, she believes the drill to be of value in many other ways. Any head masters or mistresses who think the experiment worth trying will find their account in Miss Althaus's book. The work is intended for the teacher, and gives detailed instructions for the conduct of about forty "lessons," the mastery of each lesson being assumed to take a week. The method is rigid, the children are expected to do all the work, and to discover for themselves what happens when sounds are made, and what is the difference between pure vowels and our diphthongal vowels, the whole aim of the course being to give the child a complete mastery of his speech-organs and enable him to produce sounds unlike those of his mother-tongue. Thus he will come to the study of continental languages fully prepared to utter continental speech-sounds. The book, as we said, is one for the teacher, but the pupil's part, the Sound-drill and Exercises, can be had separately, price 6d.

A Concise Anglo-Saxon Dictionary. By JOHN R. CLARK HALL, M.A., Ph.D. Second edition, revised and enlarged. (Cambridge University Press.)

The first edition of this dictionary was published in 1894, and, though a work of considerable value, it was vitiated by the inclusion of much spurious material. Great progress has been made since then in old English lexicography, both in accumulating material and ascertaining the meaning of words, and this progress is strikingly reflected in the second edition of Dr. Hall's dictionary. The book is not only larger and different in shape, but it is superior in every sense to its first edition. It has between six and seven thousand more words than Sweet's *Student's Dictionary of Anglo-Saxon*. In addition to the various meanings and spellings of the words, references are also given in the majority of cases to the works in which the words are found; in many instances the page and line are given, but generally the page only. A new feature of this edition, and one that is certain to be found helpful and interesting, is the reference to the *New English Dictionary* in the case of every word which has lived on to Middle or Modern English. The derivation of words taken from Latin is generally given—e.g. *mynt* (*L. moneta*); frequently also related words in other languages are added—e.g. *lichama* (*Ger. leichnam*). This nibbling at etymology has little to recommend it, especially since reference is made to the *New English Dictionary*, and, in our opinion, the space could have been better given to fuller references. We have noticed the following omissions: *gelong* (Orosius), *hærn* ("brain," A. S. Chron.), *wiellan* ("charms"). "Boastful" can hardly be the right meaning of *gielphleden* in Beo. 868; "proud" suits the context better. Alternative meanings, such as "wave-tosser," "wave traverser," should have been given for *wægþora* (Beo. 1440). Only "smoke" is given for *swaþul* (Beo. 782). Chambers, in his important note on the word, has shown that the right meaning is "flame." *Næðing* means "risk" in Orosius as well as "boldness, daring"; *miere* should be *miere*. *Geon* is called an adverb. In the only recorded instance of its use in Old English, it is an adjective, like the modern *yon*: *tō geonre hyrg* (Gregory's Cura Past., ed. Sweet, page 443, line 25). Like all the publications of the Cambridge Press, the book is well and carefully printed. *Ofslitan*, however, ought to be *ofslitan*, and the reference for *itertinum* should be Beo. 1459.

The Rambler Travel Books. Edited by LEWIS MARSH. (9d. each. Blackie.)

To hear of lands from travellers who have really been there is a matter of delight to children. These books used for incidental reading in connexion with a geography course will make the lessons vivid and real. The beautiful coloured pictures and photographs add much to the charm of the series.

Gulliver's Travels. Edited by A. H. GOUGH. (2s. 6d. Clarendon Press.)

We wonder how many people want to know to what contemporary freak of folly or perversity each bit of satire in *Gulliver* refers; but, if any such there be, here is their chance. Mr. Gough has worked up the references most thoroughly, and his notes contain many bits of odd information, over which the curious will linger with pleasure. It is a sound edition. No absolutely authoritative text of *Gulliver* exists or can exist, for his first publisher bowdlerized the manuscript—judiciously, no doubt, from his point of view, the pillory still standing ominous in Cheap-side, but flagitiously from ours. Fortunately, the traveller left behind an interleaved copy of that first edition, which now lies in the South Kensington Museum, and which Mr. Gough has used, thereby restoring the work to its original completeness, as near as may be. Further, he gives us reproductions of the original title-pages and maps, and Gulliver's letter to his cousin Sympson. There is a good introduction, but the editor discusses the Houyh-

nhm satire with needless laboriousness. Surely, when we have said that it was the product of a diseased mind, we have said everything. And, if it excited little protest, surely that was not because the generation was specially accursed, but because no one took the libel seriously. The *Travels* are not "angry denunciation"; they are half a mocking laugh and half a vicious smile. The wrath of the righteous man is not there; it is in the works on Ireland only that Swift shows the glow of genuine passion.

Selections from the Writings of R. L. Stevenson. Collected and Edited by S. G. DUNN. (1s. 6d. Longmans.)

It is good to see such a book making its appearance among class-books of English literature. Mr. Dunn has written an admirable introduction, and the selections are just such as to show Stevenson's many-sidedness. We have only one point of disagreement. *Markheim* may be "a beautiful allegory," but it is also a terrible one and surely not suited to immature minds.

A Child's Garden of Verses. By ROBERT LOUIS STEVENSON. New Edition for use in Schools, with an Introduction by GUY KENDALL. (1s. Longmans.)

This is a most welcome addition to cheap school classics. Mr. Kendall has written a brief biography as introduction. It is interesting and amusing, but we miss some of the details that would fire a child's imagination. There is no mention in it of "Cummie," "My second mother, my first wife"; no account of the "emigrant" voyage, nor of "The Road of the Loving Heart." It is such things as these which would make children anxious to hear about Stevenson when he was a child, and thus take them into the *Child's Garden*.

Black's Travel Pictures. Selected and edited by ROBERT J. FINCH, F.R.G.S. (10d. per set. Black.)

This series, which we have already noted in a former issue, keeps up its high standard of production. The coloured pictures are very artistic as well as instructive, and the photographs clear and well chosen. The latest additions to the series are Africa, South America, and Australasia. With such aids in geography teaching there need no longer be any making of bricks without straw on the children's part.

Black's Picture Cards. (2d. each set of six. Black.)

Coloured pictures which have appeared in Messrs. Black's Series of "Peeps at Many Lands," are here outlined with directions for colouring. This should prove both amusing and instructive for children, who delight, as a rule, in this occupation.

"Longmans' Wall Pictures."—**Wild Animals of the Empire.** (2s. 6d. each net; complete set of twelve in a portfolio, £1. 15s.)

These are quite the best set of coloured pictures of wild animals we have seen. They are large enough to show the animals very clearly, and yet also to give a good idea of the natural surroundings. Drawing, colouring, and composition are so excellent that the pictures are far more than merely instructive from the point of view of natural history—they are real works of art. The original pictures are by Mr. Edgar H. Fisher, and it is interesting to note that the series is produced entirely in England. The price is wonderfully moderate considering the type of picture.

Milton's Paradise Lost. Books I and II. Edited by C. F. GREGORY. (1s. 6d. G. Bell.)

There is nothing original or noteworthy in this new edition. On Milton's poetry, passages from Johnson's, Coleridge's, Mark Pattison's, and Sir Walter Raleigh's criticisms are quoted, and the notes give only absolutely necessary explanations, discussing no difficulties, and rarely referring to the origin of phrases. The series is intended for examination purposes, but we doubt whether pupils who need no more help than is here afforded them have any business to be taking up *Paradise Lost*.

A Heuristic English Grammar. By W. J. ADDIS, M.A., Examiner in English to College of Preceptors, and Head Master of Holborn Estate Grammar School. (1s. 4d. Constable.)

This is a disappointing little book; its intention (as set forth in the Preface) is excellent, and it contains plenty of good material. Those who have realized the difficulty of teaching English grammar would welcome a living and natural treatment of the subject. But, though Mr. Addis raises many interesting questions, it seems doubtful how far his book could be advantageously used except by himself, or by some one provided by him with a "Key for the use of Teachers." It is not obvious for what age of pupil or what school class the book is intended; it seems at once so elementary and so advanced. The simple foundations of grammar—e.g. the distinction between subject and predicate, noun and verb—should surely be taken with quite young classes, but the extremely technical terminology and constant insistence on definition—thus (page 16), the

pupil who has just mastered the distinction between subject and predicate is asked to "define a thought"—belong to a quite late stage of mental development. We could wish that Mr. Addis had either omitted punctuation altogether or treated it more adequately; the examples on page 64 tend to be mere distortions of language; and should not the quotation from Scott read: "Charge, Chester, charge," not *Marmion*?

All About Aircraft. By RALPH SIMMONDS. (Cassell.)

This is a new edition, revised and enlarged, to include new aircraft developments. In a book of this kind the young do not demand great literary style, but the clear presentation of any amount of information. We have tried *All About Aircraft* on a philosopher of seven, who was properly absorbed and interested. The print is good and not too small. There are many photographs, and the hints about making paper gliders were much appreciated and put into practice at once by the same youthful reader.

The Boy Electrician. By ALFRED P. MORGAN. (5s. net. Duckworth.)

This is an American production, written for American students by a well known electrician. It differs from the ordinary English manual of electricity by launching the pupil almost from the start in *medias res*. The frontispiece shows a boy (or is it a girl?) constructing a wireless apparatus made up of the materials described in Chapter XIV, and the whole volume is a treatise on learning by doing. The pupil is shown a series of experiments, beginning with those of Franklin, and told to go and do likewise. Just sufficient explanation is given to guide him in the way he should go and guard him from natural blunders, but otherwise he is left to follow his own devices. The supreme merit of the book consists in the 323 figures specially prepared by the author and incorporated in the text. The fault is that it is wholly disconnected with his work in school, and presupposes infinite leisure and patience. No attempt has been made to fit it to the conditions of English schools and English life. The average English boy will soon exhaust the simple experiments of the first chapters, and be left hopelessly floundering out of his depth. He will read of Thomas Davenport, of Edison and Tesla, but of Gilbert, of Faraday, of Oliver Lodge, of Ramsay and Raleigh, of Marconi, scarce a word. He will try the experiment of lighting a gas burner after walking across a carpet in winter, and signally fail. It is a pity that so good a work in its plan has not been adapted for an English public.

Pictures of Human Life. Series I, Historical; Series II, Geographical. (1s. each, 6s. net the set. G. Philip.)

These wall pictures by Mr. Harry W. Whanslaw are very clear and good in composition. It is difficult to get satisfactory colouring in such cheap reproductions, and in some of the pictures the colouring is distinctly crude. This is particularly noticeable in the History pictures, which are otherwise good. The Congo Forest and the Eskimos are the most successfully coloured, and are very effective. The Japanese woman has a curiously English look.

A Syllabus in War Geography and History. By ALBERT A. COCK. (6d. net. G. Philip.)

This simple syllabus by the Lecturer in Education of King's College, London, is designed for "the senior classes in elementary and secondary schools." It is excellently planned, and the thirty-two pages provide ample work for a year, but there are few elementary schools, even with four lessons a week, that would venture to attempt the amount of ancient history that it includes, and we should hope that secondary schools, even with more limited hours, would attempt a wider scope and include the campaigns in Mesopotamia and in Germany's African colonies. There is reference to the best recent War Atlases, but we wish that in the next edition the author would add a brief bibliography.

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(1) A teacher so experienced as Mr. Bertenshaw knows instinctively how, in writing a textbook, what to omit, what to insist on, and how to insist on it. Further, he avoids the mistake, so frequently made by eager, young practitioners, of overrating the capacity of the average learner. Mr. Bertenshaw's reading material and the exercises based on it—these are both oral and written, of the Direct Method, and of the retranslation type—are alike of sufficient difficulty to make a class use its wits without being exorbitantly puzzled. The illustrations of this volume deserve special mention. Miss Payne's drawings reach a high standard of artistic merit and of humour, while the photographs illustrating the sections which tell of "the pleasant land of France" are uncommonly attractive.

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(3) A tale of fascinating interest for advanced students, one which, although itself not always true to historical fact, will serve to correct Rostand's melodramatic portrait of Cyrano. The notes, topographical, philological, and historical, are frequently of extreme interest, but err on the side of prolixity. On page 271, for example, there is a note of over forty lines on the *pâtisserie* of the seventeenth century. The volume contains some excellent prose passages for retranslation.

(4), (5), (6). These three volumes are excellent examples of the very sensible and effective series of modern language texts edited by Messrs. Pellissier and Siepmann. The plan of that series is well known: a thorough introduction, an interesting story, full grammatical and historical notes; the whole followed by words and—most important—phrases for *viva-voce* drill, *questionnaire*, and lastly idiomatic sentences and prose passages for retranslation into French. It is difficult to conceive a method better adapted for fixing in the mind what has been learnt in the reading lesson. The phrase on page 9 of No. 6, "Jacques après avoir jeté un rapide coup d'œil autour de soi," seems to need a note.

(7), (8), (9). A schoolboy who brands as dull a French hour in which he has read any one of these abridgments of Jules Verne's thrilling romances must, indeed, be hard to please. The edition is of the old-fashioned kind: introduction, notes, vocabulary, with the addition in No. 9 of six pages of "Notices sur les noms propres." It is, perhaps, a little inconsistent to flank a series of textual notes in English by a block of similar notices in French. Another point calls for criticism. It is expressly stated that the vocabularies are incomplete, especially in regard to "many words having English equivalents of similar form in frequent use." But in the vocabulary of No. 7, while words such as *âge*, *agonie* are included, the following—to take chance examples—are omitted: *grimoire*, *fûts*, *mamelonnées*. In elucidation of *un homme . . . vigoureusement décollé* the lexicon offers nothing but: "*découpler*, to uncouple; let loose (on)." Again, in what way is a child wiser for

knowing that *orographique* means "orographical," and *trappeien* "trappean"? This is unintelligent editing.

The editing of (10), on the contrary, is entirely praiseworthy. Particularly noticeable is the editor's habit of paraphrasing in French all difficult words and sentences before proceeding to an English rendering. The *questionnaire*, the Direct Method sentences and grammar exercises, the passages for retranslation, and the half-dozen *thèmes libres* are all good.

(11), (12). All that Mr. O'Grady has to say is suggestive. His style, though verbose, is lucid; his attitude is inquiring and independent. He refuses to accept ready-made opinions without examination. One has distressing memories from the dim past of hearing complacent theorists assert that the French classroom should be, like the French Embassy, a piece of French soil, where no word of English may be heard. It is refreshing to find Mr. O'Grady averring boldly that "under strict guidance we should use the word-building or word-forming exercises for teaching new vocabulary. But when we find that there is going to be loss of valuable time by trying to arrive at the meaning of a word in the foreign language, it is far better to give the English equivalent and have done with it." We disagree with many of Mr. O'Grady's conclusions; with this one, for example, that in a four-periods-a-week four-year course "the whole of the first year should be given to the detailed study of foreign sounds and the learning of the most necessary vocabulary." Indeed, all through, we feel that he does not in his syllabus study economy of time. Nevertheless, both these volumes are, because of their suggestiveness, well worth study by all language-teachers.

(13) *Exercises in French Composition* on the sound and sensible retranslation system. Three short passages of French prose dealing with the war of '70 are followed by a number of exercises in which the words and phrases found in the reading lesson are used again and again as material for English-French translation. The only suggestion one would offer to Miss Bruce is that she might with advantage have cut down the number of exercises and enlarged the space allotted to the stories. Two dozen pages of exercises to six pages of original reading matter is too high a proportion.

(14) *Nouvelles Soirées chez les Pascal* "is intended to be, not a lesson book, but a story book." It is for class reading in the second year, and consists of a series of fairy tales told—on the Boccaccio plan—by members of the Pascal family. Story books should be attractive to the eye. This volume is particularly so. It is charmingly illustrated in colour, the pages are almost opaque, and the print is big and clear. The sentences are short and of simple construction. Each *soirée* is followed by a few short notes in French, and the *questionnaire* is planned "to impress upon the memory some of the commoner words; but it should not be insisted upon if its use tends to dull the interest of the class."

It is Lady Frazer's aim in (15) to "faire connaître un vieux coin de France, avec ses habitudes provinciales enracinées et désuètes." Her story, of an old-world flavour, is well suited to junior classes of girls. It is scarcely of a kind to interest boys. Mr. Wilson-Green has written a number of exercises, methodically grouped, designed to get the scholars to retell the story in its main lines, to familiarize themselves with words fresh learnt and construct new ones, and to keep their grammar up to the mark. It is characteristic of the latest development of modern language teaching that the book, a Direct Method production, is equipped with a French-English vocabulary.

The intention of the editors of (16) is to provide a reading-book furnished with reproduction exercises (sentences and continuous prose) for teaching French syntax systematically, and is well adapted for attaining this goal. It contains notes and vocabulary, but no *questionnaire*.

(17) An attempt to bring the teaching of commercial French into line with the recognized methods of language teaching by a judicious admixture of the literary element. The extracts are well chosen and of very varied scope—commercial geography, commerce and industry, commercial usage, general economic questions, commercial law all receiving attention in their turn. Appended to each extract are passages for retranslation and subjects for free composition. We are a little doubtful of the value of the extra passages for translation into French contained in the appendix, for the reason that they are not based on actual French originals, and contain many words for which the pupil is not furnished with French equivalents.

The plan of each lesson in (18) is as follows. One or more short passages of French for reading and translation, a complete alphabetical vocabulary, a list of *dérivés et composés*, grammar, *questionnaire*, Direct Method exercises, and (in some lessons) exercises of the old-fashioned sort. There are twenty-five of these lessons. There follow some seventy more pages of grammar, thirty pages of phonetics, twenty pages of vocabulary, and four songs. Each lesson seems, in our opinion, a trifle too long, but the book is a painstaking compilation.

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DEPARTMENT OF HOUSEHOLD AND SOCIAL SCIENCE

(KING'S COLLEGE FOR WOMEN,
UNIVERSITY OF LONDON).

CAMPDEN HILL ROAD, W.

FOR RESIDENT AND NON-RESIDENT
STUDENTS.

Dean: Miss JANET LANE-CLAYTON, M.D., D.Sc.

Courses (three years, and one year post-graduate) in Physics, Chemistry, Biology, Physiology, Hygiene, Economics, Psychology, Ethics, Household Work, and Business Affairs, in preparation for teaching, administrative, and social work.

Students can enter for the following examinations:—Diploma in Household and Social Science, First Medical and Conjoint Board, Health Visitors and Sanitary Inspectors.

For further information apply to the ORGANIZING SECRETARY.

CHERWELL HALL, OXFORD.

TRAINING COLLEGE

FOR WOMEN SECONDARY TEACHERS.

Recognized by the Board of Education, by the Oxford Delegacy, and by the Cambridge Syndicate for Secondary Training.

Principal: Miss CATHERINE I. DODD, M.A.

Students are prepared for the Oxford Teachers' Diploma; the Cambridge Teachers' Certificate; the London Teachers' Diploma; the Oxford Geography Diploma; and the Cherwell Hall Teachers' Certificate for Junior Form Mistresses.

Fees for the three Terms, from 66 guineas.

Scholarships of from £40 to 18 guineas are awarded to Students with a degree on entry. There is a Loan Fund. Students may borrow sums not exceeding £25, to be repaid within three years.

Prospectus may be obtained from The PRINCIPAL.

THE LONDON SCHOOL OF DALOZOE EURHYTHMICS, 23 Store Street, W.C.

Telegrams:
"Eurhythm, London."

Telephone:
Museum 2294.

Prospectus on application.

PERCY B. INGHAM, B.A., Director.

ROYAL (DICK) VETERINARY COLLEGE, EDINBURGH.

Principal: O. CHARNOCK BRADLEY,
M.D., D.Sc., M.R.C.V.S.

NINETY-FOURTH SESSION.

NEXT SESSION BEGINS TUESDAY, 3RD OCTOBER.

COURSES OF INSTRUCTION

are given in preparation for the Examinations for the Diploma of Membership of the Royal College of Veterinary Surgeons (M.R.C.V.S.) and the Degree of Bachelor of Science (B.Sc.) of the Univ. of Edinburgh.

An Examination in General Knowledge for intending Students will be held on 7th, 8th, and 9th September. Further particulars may be obtained on application to F. P. MILLIGAN, W.S., Secretary.

N.B.—The College has been transferred to the New Buildings at Summerhall, East Meadows.

ADVERTISEMENT and other matter for SEPTEMBER issue should reach the office by August 23rd. Urgent Notices of Posts Vacant and Wanted can be received up to August 25th (first post).

NEW SESSION BEGINS MONDAY, SEPT. 25.
BIRKBECK COLLEGE
 BREMS BUILDINGS, CHANCERY LANE, E.C.

UNIVERSITY OF LONDON.
 COURSES OF STUDY (DAY AND EVENING)

FOR DEGREES IN

ARTS, SCIENCE, ECONOMICS, LAWS,
 under RECOGNIZED TEACHERS of the University.

ARTS.—Latin, Greek, English, French, German, Italian, History, Geography, Logic, Economics, Mathematics (Pure and Applied).

SCIENCE.—Chemistry, Physics, Mathematics (Pure and Applied), Botany, Zoology, Geology.

Evening Courses for the Degrees in Economics and Laws.
 POST GRADUATE AND RESEARCH WORK.

SESSIONAL FEES { Day: Arts, £10.10s.; Science, £17.10s.
 Evening: Arts, Science, or Economics, £5. 5s.

Competition for 16 Intermediate University Free Studentships commences on September 11.

MATRICULATION COURSES AND ACCOUNTANCY.
Prospectus post free. Calendar 3d. (by post 5d.).

THE
BERGMAN ÖSTERBERG
PHYSICAL TRAINING COLLEGE,
DARTFORD HEATH, KENT.

Trustees:

Sir GEORGE NEWMAN, M.D. (Chairman).
 Major WALDORF ASTOR, M.P.
 Dr. CHRISTOPHER ADDISON, M.P.
 Lord SHAW of DUNFERMLINE.
 The Marchioness of SALISBURY.

Principal:

Miss M. H. MEADE, B.A. (Moral Sciences Tripos).

Vice-Principal:

Miss A. WIKNER (Royal Cent. Inst. of Gymnastics, Stockholm).

The College was opened in 1885, and was the first of its kind in England. Students are prepared to be teachers of Scientific Physical Education on Ling's Swedish System. The Course extends over two years. It includes the study of Anatomy, Physiology, Theory of Education; the Theory and Practice of Gymnastics, Massage and Medical Gymnastics, Dancing and Outdoor Games. Students practise teaching in schools in the neighbourhood. The College stands in its own ground of 15 acres, in a beautiful and healthy locality close to Dartford Heath.

The demand for mistresses of physical training holding the Diploma of this College is at present far in excess of the supply.

The course begins in September. Further particulars may be obtained on application to the SECRETARY.

BERGMAN ÖSTERBERG
UNION OF TRAINED GYMNASIAC TEACHERS.
Ling's Swedish System.

Aim of the Union: To advance the cause of Physical Education on scientific lines.

In placing members of this Union as Teachers in Schools, careful and discriminating choice is exercised, and the exact requirements of each School specially considered.—**PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT.**

WANTED.—"Child Life," "Child Study," "Child Monthly," "The Child." parcels of odd numbers; also "The Journal of Education" Volume for 1885, complete in Publisher's Binding, by JOHN DAVIS, 13 Paternoster Row, London.

DENMARK HILL PHYSICAL
TRAINING COLLEGE AND SCHOOL
OF MASSAGE.

SUNRAY AVENUE, HERNE HILL, LONDON, S.E.

This Training College for those wishing to become Gymnastics and Games Mistresses or Professional Masseuses is efficiently staffed by Teachers recognized by the British College of Physical Education and the Incorp. Soc. of Trained Masseuses as qualified to train Students for their examinations.

Principal: Miss E. SPELMAN STANGER, Examiner and Member of the Brit. College of Phys. Ed. and Incorp. Soc. of Trained Masseuses.

University Tutorial College.
LONDON.

(Affiliated to University Correspondence College.)



NEXT TERM COMMENCES SEPTEMBER 14TH, 1916.

LONDON MATRICULATION.

Morning and Afternoon Classes for the January and June Examinations commence Thursday, September 14th. Evening Classes commence Friday, September 15th.

Annually for the last twenty years about 100 U.T.C. Students have passed London Matriculation.

ENTRANCE EXAMINATIONS.

By a combination of Class Work and Private Tuition, Students are prepared for the Entrance Examinations held by the different Incorporated Societies, as well as for Examinations admitting to Universities other than London.

PRIVATE TUITION.

Private tuition may be taken up at any time either during Term or in the ordinary School Vacations in all subjects for London University and other Examinations, or for independent Study. Fees: Eight hours, £2. 2s.; Twenty-one hours, £5. 5s.

Full particulars may be had, post free, from

THE PRINCIPAL,
UNIVERSITY TUTORIAL COLLEGE,
RED LION SQUARE, HOLBORN, W.C.



THE
ASSOCIATED BOARD

OF THE

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AND THE

ROYAL COLLEGE OF MUSIC

FOR LOCAL EXAMINATIONS IN MUSIC.

Patron: HIS MAJESTY THE KING.

LOCAL CENTRE EXAMINATIONS (Syllabus A). Examinations in Theory held in March and November at all Centres. In Practical Subjects in March-April at all Centres, and in the London district and certain Provincial Centres in November-December also. Entries for the November-December Examinations close Wednesday, October 18th, 1916.

SCHOOL EXAMINATIONS (Syllabus B). Held throughout the British Isles three times a year, viz., October-November, March-April, and June-July. Entries for the October-November Examinations close Wednesday, October 11th, 1916.

The Board offers annually SIX EXHIBITIONS, tenable at the R.A.M. or R.C.M., for two or three years.

Theory papers set in past years (Local Centre or School), price 3d. per set, per year.

Syllabuses A and B for 1916 or for 1917, Syllabus in Ear Training and Sight Singing, Entry Forms, and any further information will be sent post free on application to—

JAMES MUIR, Secretary,
 15 Bedford Square, London, W.C.
 Telegrams: "ASSOCIA, LONDON."

ADVERTISEMENT and other matter for SEPTEMBER issue should reach the office by August 23rd. Urgent Notices of Posts Vacant and Wanted can be received up to August 25th (first post).

SPEECH TRAINING.

Association of Teachers of
Speech Training
SUMMER SCHOOL.

A Summer School of Speech and Voice Training will be held at

STRATFORD-UPON-AVON

during the

SHAKESPEARE SUMMER FESTIVAL

(by kind permission of the Governors of the Shakespeare Memorial),

under the direction of

Miss ELSIE FOGERTY,
from July 29th to August 26th
 (Fortnightly Courses).

For terms and particulars apply to Miss RAINBOW, Box Office, Stratford-upon-Avon; or THE SECRETARY, School of Speech Training, Royal Albert Hall, London.

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Lecture Recitals given of Plays set for the Local Examination.

School Plays completely prepared.

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OF
SPEECH TRAINING.

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KENSINGTON GORE.

President:

Miss ELSIE FOGERTY, 29 Queensberry Place, South Kensington.

Secretary:

Miss WELLESLEY-READE, 44 Fairholme Road, West Kensington, W.

Trained resident or visiting teachers sent to any part of England. Assistants also undertake residential treatment of delayed speech, stammering, or other difficulties. Physical exercises for chest development, breath control, or defective articulation given by trained teachers. Advice on speech training given. Transference of connexions undertaken.

A leaflet containing all principal Tone and Articulation Exercises, together with "Examples" for the practice of each vowel sound, may now be obtained. Price 2d. each, or, to Members of the Association, 1d. each. Apply—Miss Wellesley Reade.

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(UNIVERSITY OF LONDON),
REGENT'S PARK, N.W.

PRINCIPAL: Miss M. J. TUKE, M.A.

FOR RESIDENT AND DAY STUDENTS.

DEGREE COURSES IN ARTS AND SCIENCE.
SECONDARY TRAINING DEPARTMENT.
HYGIENE COURSE.

Michaelmas Term begins Thursday, October 5th, 1916.

For the College Calendar and particulars of Scholarships and Bursaries, &c., apply to the PRINCIPAL.

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Faculties:—

**SCIENCE, MEDICINE,
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SPECIAL SCHOOLS OF LANGUAGES.

DEPARTMENT FOR TRAINING OF TEACHERS.

Schools of—

**ENGINEERING, MINING,
METALLURGY, BREWING,
DENTISTRY.**

Leading to Degrees and Diplomas.

THE SESSION 1916-17 COMMENCES OCTOBER 3rd, 1916.
ALL COURSES AND DEGREES ARE OPEN TO BOTH
MEN AND WOMEN STUDENTS.

In the Medical School Courses of Instruction are arranged to meet the requirements of other Universities and of Licensing Bodies.

Graduates, or persons who have passed Degree Examinations of other Universities, may, after one year's study or research, take a Master's Degree.

Syllabuses with full information as to Lecture and Laboratory Courses, Fees, Regulations for Degrees, Diplomas, &c., Exhibitions and Scholarships, will be sent on application to the SECRETARY of the University.

THE LONDON INSTITUTE FOR THE ADVANCEMENT OF PLAIN NEEDLEWORK.

EXAMINATIONS for Needlework
are held in January, May, and October.

For Dressmaking in June and November.

Work from Secondary, High, Convent, and other Schools examined in April, July, and December, and Certificates awarded to Scholars.

For dates and particulars apply to THE SECRETARY,
92 Victoria Street, S.W.

THE ROYAL DRAWING SOCIETY'S TEACHER-ARTIST CERTIFICATE (Ablett's System).

Mr. PAUL KÜCK, Member R.D.S., begs to give notice that he has joined the R.A.M.C. for the period of the war, and requests that inquiries respecting Classes and Lessons be sent to the Headquarters of the R.D.S.

TEACHERS FOR SOUTH AFRICA.

QUALIFIED Women Teachers of all grades should apply to—THE EDUCATION SECRETARY, South African Colonization Society, 23 Army and Navy Mansions, 115 Victoria Street, S.W.

UNIVERSITY OF BRISTOL.

The Autumn term will commence in the Faculties of Arts, Science and Medicine, on Tuesday, October 3rd, and in the Faculty of Engineering on Tuesday, September 19th.

The following prospectuses will be forwarded free on application:—

FAULTY OF ARTS

(INCLUDING THEOLOGY).

FAULTY OF SCIENCE.

FAULTY OF MEDICINE.

MEDICINE AND SURGERY. DENTAL SURGERY.
PUBLIC HEALTH.

FAULTY OF ENGINEERING

CIVIL, MECHANICAL, ELECTRICAL,
AUTOMOBILE.

ELEMENTARY TRAINING DEPARTMENT (Men).

(Women).

TESTAMUR COURSES.

EVENING CLASSES.

HALLS OF RESIDENCE.

Calendar 1s. (post free 1s. 5d.). Matriculation Examination Papers and School Certificate Examination papers, post free, 6d. per set.

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JAMES RAFTER, M.A., Registrar.

SCHOOL OF GARDENING, CLAPHAM, near WORTHING.

Principals { Miss C. CRACKNELL.
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PRACTICAL and Theoretical Training in Gardening: Fruit, Vegetables, and Flower Growing; Glasshouse and Frame Work. Course of two years; also Shorter Courses. Poultry (extensive and intensive); Milking; Butter-making. Preparation for R.H.S. Particularly successful with young students.

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Pupils prepared for Matriculation and Intermediate Examinations of London University. Healthy situation, good playground and garden. Great attention given to physical training. Special terms for daughters of Unitarian Ministers. All inquiries to be addressed to the HEAD MISTRESS.

ADVERTISEMENT and other matter for SEPTEMBER issue should reach the office by August 23rd. Urgent Notices of Posts Vacant and Wanted can be received up to August 25th (first post).

Girls' Public Day School Trust, Limited.

CLAPHAM HIGH SCHOOL.

HEAD MISTRESS ... Miss A. S. PAUL, M.A.

TRAINING DEPARTMENT.

STUDENTS are prepared for the London Teachers' Diploma, for the Cambridge Teachers' Certificate, and for all Examinations of the National Froebel Union. Training is also given to those desirous of becoming Art or Domestic Teachers in Secondary Schools.

There are Boarding Houses for Students licensed by the Council.

NORTH OF ENGLAND COLLEGE FOR TRAINING KINDERGARTEN AND JUNIOR FORM TEACHERS. CRIMSWORTH, UPPER CHORLTON RD., MANCHESTER

President: The Rt. Hon. Sir WILLIAM MATHER, LL.D.
Principal: Miss FLORENCE SUTTON, N.F.U.

The house stands in two acres of ground, and has accommodation for Resident Students. A special feature is made of Gardening under a qualified Lady Gardener. A Kindergarten and Preparatory School is attached. A limited number of Scholarships given.

BEDFORD KINDERGARTEN CO., LIMITED, AND TRAINING COLLEGE, 14 The Crescent.

Council:

THE BISHOP OF BIRMINGHAM;
C. W. KAYE, Esq., M.A., Bedford Modern School.

Principal: Miss AMY WAMSLEY.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations. Opportunity for Class Teaching is afforded in the Kindergarten, Transition and Preparatory Classes.

House of Residence for Students—Shenstone Lodge, Osborne House, and Magdala House.

Branch School—Froebel House, Goldington Avenue.

For terms and particulars apply to—
The Secretary, ALEXANDER MORRISON, 26 Mill St., Bedford.

INTERNATIONAL GUILD. 6 RUE DE LA SORBONNE, PARIS.

CLASSES in the French Language

Literature, History, and Phonetics.

Students are prepared for the Certificat d'Etudes Française of the Sorbonne, and the Diplôme d'Etudes Françaises of the Guild.

For further information, apply to the SECRETARY.

THE PRINCESS CHRISTIAN COLLEGE, WITHINGTON, LANCASHIRE.

Ladies trained as Children's Nurses, 32 wks., 60 gns. Shorter course for students under 20 years, 25/- wks. Babies and children whose parents are abroad received for long or short periods. Excellent day and night nurseries. Principal fully trained Hospital Nurse.

CITY AND GUILDS TECHNICAL COLLEGE, FINSBURY.

(LEONARD STREET, LONDON, E.C.)

MECHANICAL ENGINEERING Prof. MARGETSON, M.Sc.
CIVIL ENGINEERING ... Prof. MARGETSON, M.Sc.
ELECTRICAL ENGINEERING Prof. (Vacant).
APPLIED CHEMISTRY ... Prof. G. T. MORGAN, D.Sc., F.R.S.

The training is adapted to the needs of various students, including (a) pupils from Secondary Schools, above the age of 15, who desire to receive a practical and scientific training bearing upon their future industry or profession; and (b) young men who, having previously served a pupilage or apprenticeship in works, desire to go through a more systematic training in engineering and applied chemistry.

The College contains laboratories and workshops equipped for instructional purposes, including Engineering and Hydraulic Laboratories, Drawing Offices, Wood and Metal Workshops, Mechanics, Physics, Electrical and Chemical Laboratories, and Dynamo Rooms.

The next Entrance Examination will be held on September 19 in the subjects of Mathematics and English, but the Matriculation Examination of any British University is accepted instead.

The Fees are £20 per annum.

The Programme giving particulars of Admission, Entrance Examination, Syllabuses of Instruction, and other information may be had post free on application to the REGISTRAR of the College at the above address.

SOUTHPORT PHYSICAL TRAINING COLLEGE.

Beautifully situated near the Sea in healthy surroundings.

President:

Admiral Lord CHARLES BERESFORD, K.C.B., M.P.

Principals:

A. ALEXANDER, F.R.G.S.; Mrs. ALEXANDER.

The Staff consists of Medical Lecturers and experienced teachers in every branch of Physical Training, including a Swedish Mistress from the Royal Gymnastic Institute, Stockholm.

GIRLS of good education are trained as scientific teachers of Physical Training to qualify them for appointments as Gymnastics, Games, and Health Mistresses in schools and colleges. The course, extending over two years, includes:—Physiology, Anatomy, School Hygiene, First Aid and Sick Nursing, Remedial Exercises and Massage, Swedish Educational Gymnastics (Ling's System), Outdoor Games (Hockey, Net-Ball, Cricket, Tennis, Badminton, &c.), Dancing (including Old English and Morris Dances), Swimming and Rowing, Organized Recreative Games for School and Playground.

Diplomas and Gold Medals are awarded to successful students.

The demand for capable teachers of Physical Training is steadily increasing, and students of this College frequently obtain appointments before completing their training.

HEALTH STUDENTS.

Cases of spinal curvature or general physical weakness are received in residence, and treated under medical supervision.

REFERENCES

permitted to Lord Kinnaird, the Right Hon. Viscount Gladstone, the Hon. and Rev. E. Lyttelton, D.D., and others.

Prospectus from the Secretary.

THE NATIONAL SOCIETY OF PHYSICAL EDUCATION.

(Founded 1897.)

President: Sir H. H. RAPHAEL, Bart., M.P.

Headquarters: THE POLYTECHNIC,
REGENT STREET, W.

EXAMINATIONS for the Society's

Gymnastic Diploma, Elementary School Teachers' Drill Certificate, Swedish Physical Training Certificate, &c., &c., are held in March, June, October, and December.

College and School Principals requiring fully qualified Drill or Gymnastic Teachers should notify the Hon. Secretary.

Handbook and Syllabus may be obtained of Mr. A. H. FREEMAN, 118 Mercers Road, Tufnell Park, N.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD

(President of the Ling Association of Gymnastic Teachers).

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over two years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn-tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer.

For Prospectus apply—SECRETARY, 17 Lansdowne Road, Bedford.

CHELSEA PHYSICAL TRAINING COLLEGE FOR WOMEN. (SWEDISH SYSTEM.)

Head Mistress: Miss DORETTE WILKIE.

Three Year's Diploma Course of University Standard. The exceptional training in Class Teaching and Lecturing afforded to students at this College enables them to secure appointments of the highest standard.

Apply for Prospectus to SECRETARY (Room 85), S.W. Polytechnic Institute, Chelsea, London. Telephone: Western 899.

TO GIRLS SEEKING A USEFUL AND ATTRACTIVE CALLING.

ANSTEEY COLLEGE FOR PHYSICAL TRAINING AND HYGIENE, ERDINGTON, WARWICKSHIRE, offers a full Teachers' training in Physical Culture, including Swedish Educational and Medical Gymnastics, Dancing in all its branches, indoor and outdoor Games, Swimming, Hygiene, Anatomy, Physiology, &c.

Good Posts obtained after Training.

ADVERTISEMENT and other matter for SEPTEMBER issue should reach the office by August 23rd. Urgent Notices of Posts Vacant and Wanted can be received up to August 25th (first post).

A Series of Practical OBJECT LESSONS

on familiar things in daily use, showing how they are manufactured. They include **ACTUAL SPECIMENS** of the several substances and products in their various stages of progression from the raw material up to the perfected condition for use. The whole series is compiled to illustrate in a practical manner many of the manufactures and productions of Great Britain and her Colonies, and are specially adapted for educational purposes.

EACH SET OF PROCESS SPECIMENS ON CARDS, 18 by 12, with Teachers' Notes, 2/6,

as follows:—

BRUSHES, "and how they are made," with explanatory notes, and specimens of bristles, fibre, bass, whisk, cane, the woods, &c., showing the substances in the several stages of manufacture, including a brush partly made, and exhibiting the mode of threading the bristles, &c. ... 2/6

COMBS, "and how they are made," with explanatory notes, and specimens of natural horn, showing the substance in the several stages of manufacture as partly made and completed, and polished comb ready for use ... 2/6

COTTON, "and how it is made," with notes and specimens of native cotton from the pod upwards, in its several conditions of spinning, manufacture, and dyeing, &c., to perfected sewing cotton, ready for use ... 2/6

GLASS, "and how it is made," showing the sand, potash, and other materials of which glass is composed, and specimens of the fused composition in the several stages of melting, &c., up to the perfected substance, with explanatory notes of glass manufacture ... 2/6

LEATHER, "and how it is prepared," with specimens of lamb skin and sheep skin dressed, dyed, tanned, grained, glazed, enamelled, hide tanned for boot soles, with explanatory notes on the several processes of tanning, tawing, currying, &c., by C. W. B. Burdett, Head Master, Leather Trades School, London ... 2/6

PAPER, "and how it is made," with explanatory notes on the art of paper-making, including specimens of wood pulp, hay, straw, esparto, and other vegetable fibre of which paper is made, with 20 samples of the various papers manufactured from the foregoing materials ... 2/6

PENCILS, "and how they are made," with specimens of graphite (or black lead) and cedar wood, showing the grooving, fitting in, polishing, and other processes in the manufacture of a cedar pencil, and explanatory notes ... 2/6

POTTERY, "and how it is made," with specimens of the materials used in its manufacture including sketches of the pug mill, mixing machines, and potter's wheel; showing the making up of china ware from the crude clay to a perfectly finished plate ready for use ... 2/6

RUBBER, "and its manufacture," with sketches made at Kew Gardens showing the methods of collection, the utensils in use, indicating the countries in which it is found and the purposes to which it is put, with samples of natural and prepared rubber, and other specimens ... The set, 2/6

SILK, "and its production," with explanatory notes on the manufacture of the silk from the cocoon to the silk thread, ready for use, with specimens of the same in its various processes of manufacture ... 2/6

SPONGE, "what it is and how it is procured," with 16 samples of native Egyptian, Florida, Cuban, and other sponges, from the Mediterranean, Florida, Gulf of Mexico, and the West Indies, with complete explanatory notes as to what sponge really is, the nature, definition, variety, and uses of the several kinds, with their geographical distribution ... 2/6

WOOL, "and its production," exhibiting its manufacture from the fleece of the sheep, step by step, to the finished yarn, in readiness for knitting, with accompanying notes for teachers' use ... 2/6

ILLUSTRATED CATALOGUE POST FREE.
COX & CO., New Oxford St., London.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, and BURSARIES.

University of Durham, ARMSTRONG COLLEGE, NEWCASTLE-UPON-TYNE.

Principal: W. H. HADGW, M.A., D.Mus., J.P.

SESSION 1916-17.
MATRICULATION EXAMINATION,
September 19th-23rd.

PARTICULARS of Curricula for University Degrees and College Diplomas in Engineering, Electrical Engineering, Naval Architecture, Mining, Metallurgy, Agriculture, Pure Science, Arts and Commerce, and of Fellowships, Scholarships, and Exhibitions, on application to
F. H. PRUEN, M.A., Secretary,
Armstrong College, Newcastle-upon-Tyne.

WESTFIELD COLLEGE (UNIVERSITY OF LONDON).

A SCHOLARSHIP of £50 a year for three years given by the Goldsmiths' Company, two Scholarships of £50 a year given by the Drapers' Company and other Scholarships of from £25 to £50 a year will be offered for competition at an Examination to be held in May, 1917.

Candidates must have passed the Matriculation Examination or an equivalent. Holders of Scholarships will be required to enter into residence in October, 1916, and to read for a Degree in Arts or Science, to be approved by the Council.

For Calendar and further particulars apply to the PRINCIPAL, Westfield College, Finchley Road, London, N.W.

HAILEYBURY COLLEGE, HERTFORD.

THE Examination for Scholarships
will begin

TUESDAY, NOVEMBER 7TH, 1916.

For particulars apply to— THE BURSAR.

OXFORD UNIVERSITY ELEMENTARY TRAINING COLLEGE

Exhibition for Men Intending
to enter in 1917.

AT the Examination to be held by the Pupil Teachers' University Scholarship Committee on October 6, 7, 1916, ONE EXHIBITION of £50 a year for three or four years, tenable with the Committee's Scholarships, will be offered by Brasenose College for Competition among intending members of the above College, being Pupil Teachers, Student Teachers, or Bursars.

The Exhibitioner will be required to pass or obtain exemption from Responsions not later than September, 1917, and to read for a Degree in Honours.

Full information may be obtained from the Principal, G. R. SCOTT, 2 Clarendon Villas, Oxford.

CHERWELL HALL, OXFORD.

See general advertisement on page 438.

CHARTERHOUSE SCHOLARSHIPS, 1917.—Examination for ten (or more) Entrance Scholarships (value £76 10s. each), open to Boys between 12 and 14 on July 15th, will be held on June 12th and 13th, both at Charterhouse, London, and at Charterhouse, Godalming, as selected by Candidates. The Scholarships will be tenable during continuance at the School, or till election to a Senior Scholarship. One or more of these Scholarships will be awarded without reference to Greek.—For details apply: E. T. HARDMAN, Esq., Secretary, Charterhouse, Godalming.

KING'S SCHOOL, WORCESTER.

ANNUAL KING'S SCHOLARSHIP EXAMINATION November 14 and 15. House Scholarships awarded on the Common Entrance Examination in March and June. Candidates must be under 15.—For particulars apply to Rev. Canon W. HAIGHTON CHAPPEL, School House, Worcester.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Road, Kensington.

COACHING, Correspondence Lessons, &c.

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MISS A. W. GREGORY, L.L.A.,
Coaches orally and by correspondence in History and Literature, Early English, French, and German for the Matriculation, Cambridge and Oxford Higher Locals, and other University Examinations. School Examinations undertaken.—3 Ickburgh Road, Upper Clapton, N.E.

LADY, B.A. Honours London,
Registered Teacher, requires Visiting post in School or Coaching. Classics, Mathematics, French. Successful Examination Coach. Boys prepared Public Schools.—207 Adelaide Road, S. Hampstead, N.W.

MISS AGNES NIGHTINGALE,
Geography Certificate. London School of Economics, Higher Froebel Certificate, VISITS SCHOOLS for Geography, Botany, Nature Study, Hygiene, Drawing. Preparation for Oxford and Cambridge Locals, Matriculation, &c.—44a St. Mark's Road, London, W.

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X School Transfers and Partnerships are on pages 443, 444, 480, and 481; other School and Teachers' Advertisements are continued on pages 480, 481, 482, 483, 484, 485, 486, and 487. **X**

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OCCASIONAL NOTES.

COMMENTING on Mr. Alington's election to the Head Mastership of Eton, the *Pall Mall Gazette* expresses the hope that the methods he so successfully pursued at Shrewsbury "will be transplanted in the great foundation which every Englishman agrees to regard as the head and exemplar of our national school education." A more grotesque and provocative misrepresentation of the place of Eton in our national system it is hard to conceive. Eton is unique, and, in the educational revolution which our contemporary foresees, Eton is the last school to serve as a model; no more to be imitated than our House of Lords. It is an aristocratic federation of States or Houses, loosely held together by a Triumvirate, a Provost, a Vice-Provost, and a Head Master. Doubtless, a strong Head Master, who could hold the balance between the Humanities and Science, the New and the Old Learning, and who added to his knowledge infinite tact and patience, might in time effect drastic reforms. But Eton can never become a truly democratic school, or anything but a school for the upper classes. None but an iconoclast would wish to see it transformed into a public school in the American sense of the word. Dr. Lyttelton, with all his gifts, failed in tact and discretion, and his successor promises to avoid these errors. But it is no disparagement to say that none would point to him as the ideal Head Master of the future.

LORD CURZON the other day gave a striking account of what is being done for science at Oxford. He stated that the University possessed the best equipped

Science at
Oxford.

chemical laboratory in the country, that a scheme was being worked out for a degree in what he called "civil science" for men likely to go into public life, and a post-graduate course in science was also contemplated. What is still more noteworthy is the proposal—which, he said, would probably be carried—to make a certain knowledge of science necessary for a degree in arts. We presume that the Chancellor did not mean that chemistry and physics are to be added to the syllabus for "Greats." It is in the Entrance Examination, we suppose, that science will be an obligatory subject. Such a requirement would certainly react favourably on the teaching of science in the public schools. We welcome every attempt to foster the natural sciences at Oxford, but we do not expect ever to see Oxford competing in this field with the newer Universities, nor is it to be desired. Oxford must remain the special home of the humanities just as Birmingham, Leeds, and Sheffield will be the homes of science.

THE Chancellor, in the same speech, gave an eloquent outline of the knowledge a man ought to gain at a University as his outfit for "intellectual citizenship."

The Citizen of
the World.

He should acquire some insight into the history, particularly the recent history, of the institutions of his own and foreign countries, a general familiarity with the social, political, and economic conditions of the world, a practical command of some foreign languages, and a considerable acquaintance with geography. Such a vision takes us back to the comprehensive schemes of Bacon, Milton, and other Elizabethans, who thought more of training for life than preparing for schools. There is, we suppose, no University in Europe which gives its imprimatur to such a course of study as is here outlined. The professors would frown upon anything of the kind. They would call it "smattering" because it would not produce scholars or scientists. But it is the business of Universities to produce well equipped citizens of the world as well as scholars and scientists. The great majority of the men at Oxford and Cambridge will never turn out scholars or scientists, but many of them will become public men, administrators, diplomatists, or captains of industry, and the rest will be mainly members of the liberal professions or of the Civil Services at home and abroad, and for such Lord Curzon's curriculum is much better than either pure classics or pure science.

THE Interim Report of the Consultative Committee on Scholarships also takes us back to Elizabethan times. Scholarships, say the Committee, are given for the training of useful servants of the public. Commerce, agriculture, and industry are assumed to be national functions; they are in need of men highly trained in practical science; the scholarship system, therefore, must be so managed that a sufficient number of able young men and women will get this training at the Universities. The useful man is the ideal: a different ideal from that of "a scholar and a gentleman," but one not less worthy. The Committee recommend that a large number of additional scholarships from secondary schools to Universities and technical colleges should be provided, and also scholarships to senior technical schools, and from these to Uni-

versities, be established. Other recommendations aim at the strengthening of the higher parts of secondary schools, and the provision of maintenance grants for selected boys and girls from sixteen to eighteen. The total cost of the scheme would be about £340,000 a year—not a very extravagant sum. The document under consideration is an interim report only; it may be called the industry and commerce volume; the humanities volume is still to come.

AS a sort of *obiter dictum* in the middle of the Interim Report of the Consultative Committee occurs a paragraph condemning the present system of competition for Second Division clerkships. The Committee reckon that there are at any given moment some two thousand young men of seventeen to twenty years of age being prepared—in most cases crammed—for this competition, a number not far below that of the boys of seventeen who are attending grant-aided schools. Many of the youths, the Committee declare, are too good to be Government clerks; they seek such a position for the sake of its security and respectability; young men of good brains should go into industry and commerce; the merely average man is quite good enough for Government clerical work. This, no doubt, is true, but the remedy is not easy to see. Let the Government just take as many respectably educated mediocre boys of sixteen as they want, say the Committee; Government clerkships should not be regarded as the reward of superior merit. But what is to be done if there are three times as many applicants as posts? Are they to draw lots? or are the Government Departments to send officials round the schools with orders to discover the most mediocre, the most perfectly colourless? The interview system would certainly be denounced as a veiled form of patronage. The only alternative to open competition, as far as we can see, is a system by which a number of posts would be allotted to each school, according to its size, and the task of discriminating between the applicants left to the head master. Whether such a scheme would be feasible, we doubt; that it would excite great discontent, we feel certain.

COMPETITION indeed seems likely to remain with us. The Consultative Committee themselves confess that it must continue to rule the award of scholarships from secondary schools. No practical method other than competitive examination has yet been suggested, and all they can recommend is a slight admixture of "interview." Happily, competition is as much a blessing as an evil. There are few schoolmasters who do not make use of its potent influence. Public competitive examinations are merely a transference to a wider field of the methods employed by every teacher who gives marks. They have at least this much of good in them, that, with three boys out of four—not with so many girls perhaps—they are probably the most powerful stimulus to exertion that they can have. They compel careless and idle youngsters to put their backs into their work, and to strain every nerve in pursuit of their object. Few better things can happen to anyone, young or old, than to be forced to strain every nerve, even if it is only for a short period. That moral good at all events can be put against the undeniable intellectual harm wrought by Civil Service Examinations. On the whole, competitive tests are more a blessing than a

curse. The sporting element is closely intertwined with education, and if we eradicated it we should probably do more harm than good.

THE Presidential Address to the Friends' Guild of Teachers by Dr. Bevan Lean, Head Master of Sidcot School, is instructive, though the special texts that he recommends for framing a *livret*, or record of school life, would be applied only in a limited class of schools. Thus, "the information derived from parents" as to the pupil's antecedents will generally be worthless, though much may be gathered when a personal interview is possible, and similar objections might be taken to the other device for tabulating the pupil's heredity and environment. Yet to find a head master who not only acknowledges but acts on the principle that he is responsible for the individual pupils committed to his charge and is prepared to render an account of each is a great step forward, and we would say nothing to damp his ardour. It would be well, however, to bear in mind that the schoolmaster is not, and can never be, the analytic chemist dealing with dead matter. Like the modern physician, he will be compelled to study his art as an art, and not as a branch of divinity or classics or physical science, and will, like him, keep his case-book; but man is *un être ondoyant* and the qualities on which his success depends will still be mainly intuitive and unanalysable, the magic of personality, and sympathy with the young, which, like charity, is the greatest of all virtues.

WE welcome the interest shown by so many distinguished persons, and by a considerable section of the public, in the reform of education, but we hope that teachers are not going to let the laymen have it all their own way. Last January we remarked how small a part teachers took in the discussions at the educational meetings. Their function was chiefly to sit in the gallery and cheer the amateurs who occupied the stage. Teachers have, in fact, a most unfortunate habit of losing their tongues when they are in the presence of an outside public. We have recently seen more than once the spectacle of schoolmasters sitting "silent in the stalls," whilst distinguished politicians and publicists, who had never entered a school since their boyhood, instructed them in their duties. The teacher must remember that, while the opinion of other persons on the aims and broad features of an educational course may be very valuable, he is the only man who knows what is possible. He is liable to get into a groove, and a stimulus from outside may be useful in getting him out of it; on the other hand, the layman is prone to be in the clouds, forgetting how limited is the capacity of the boy and girl, and how difficult to them are many things that seem easy to the adult. It is when the teacher brings his practical experience to bear on the theories of the layman that discussion is most fruitful.

THE Government have decided on an inquiry into education by Committees, and the idea of a Royal Commission is dropped. We believe the decision to be a wise one. A Commission bound to investigate the whole field of education, and working by the slow and cumbrous methods which are traditional with such bodies, would be merely a barrier in the way of action for the next five years at least. Committees whose field

A School
Record.

Competition for
the Civil Service.

Teachers and
the Public.

Competition.

The Government
Scheme
of Inquiry.

of inquiry is limited will work more rapidly. At present it is proposed to set up three. The first will consider—or is considering, for it already exists—the problem of the education of young persons after the War, especially those who have been abnormally employed. This is extremely vague; but we gather from what Mr. Henderson said that the connexion between education and employment is the point on which stress will be laid in the terms of reference. We presume that the question of continuation schools will fall within the purview of this Committee. If it does not, another Committee ought to be appointed for that subject. The time is more than ripe for a beginning to be made. It is universally confessed that half the benefits of primary education are lost by our system of letting boys and girls run wild from fourteen onwards.

THE second Committee will inquire into the teaching of science, especially in Universities and secondary schools, and the application of science to industry. We

**Science and
Modern
Languages.**

are glad to note that it will contain some members who can speak on the connexion of science with a general education. The disaster of letting the humanists and scientists shut themselves in watertight compartments must be avoided. The third Committee, that on modern languages, will have a wide field of inquiry. It will have to discover, first and foremost, why language teaching, in spite of great improvement, is still so much like the curate's egg—good in parts. It will have also to investigate the qualifications of the teachers, their opportunities for training and study abroad, and their emoluments; the provision of scholarships for modern languages, the prospects of a career held out to modern language scholars, and the adjustment of the claims of rival tongues. It will have to make proposals for the foundation of more University Chairs, and for the encouragement of post-graduate study. We trust that the deliberations of the Committee will not degenerate into a study of the best recipes for providing competent clerks and commercial travellers. It will be the duty of language teachers to press the claims of foreign languages and literatures as part of a broad liberal education, and a knowledge of foreign nations as a necessary part of the equipment of a citizen in the twentieth century.

INDEED, in its broader aspects, the question concerns not language teachers only, but all the teachers of the humanities, and all who believe that the humanities

**The Defence of
the Humanities.**

ought to form the backbone of education, at least till the age of specialization begins. The Government Committees have been created in response to a demand that education shall be directed to more definitely useful ends. With this demand we have every sympathy, provided the word "useful" is given a sufficiently wide signification, but unfortunately many of the agitators conceive of it as synonymous with "industrial and commercial." Against that view all teachers must set their faces like a flint. We wish to see science teaching strengthened in schools and Universities, but the strengthening of science must not mean the weakening of the humanities. But let us recollect that vague generalities in this matter will not do much good. The defenders of the humanities must be prepared to state in terms of subjects and hours what they think are the requirements of the various types of schools. They must be ready to hand in businesslike

statements to a businesslike Committee, to make concessions, and accept compromises. Conference between the humanists and scientists is eminently to be desired. A concordat drawn up by representatives of the two bodies, and adopted by the associations concerned with the various subjects of the curriculum, could not fail to carry great weight.

WE feel inclined to plead for a fourth Committee, whose duty would be to inquire into the supply of teachers, both in elementary and secondary schools.

**The Supply
of Teachers.**

It is the question which lies behind every other. If we cannot get the teachers, all our schemes for reform will be useless. But no one seems inclined to face the question fairly and squarely. We cannot find it even in the extensive program of the Education Reform Council. Mr. Henderson does not suggest a committee to deal with it. The Board of Education, in their Report for 1914-15 just published, reiterate the note of warning which they have been sounding for years, but their only suggestion is that a few more teachers might be found amongst the elder boys and girls in secondary schools who are not bursars, a source of supply which is not likely to prove very prolific. The London County Council are contemplating, as a desperate remedy, offering free secondary education to any boy or girl who is willing to become a teacher. Other Local Authorities are falling back on the old pupil-teacher system. Unhappily, they are all beginning at the wrong end. There is only one way to increase the supply of teachers, and that is to make the service more attractive by providing better salaries and better pensions. As Mr. Henderson said of the problem of education generally, it is a question of money, more money, and yet more money.

THE Oxford and Cambridge Joint Board, following the suggestion contained in Circular 849, have produced a scheme for an examination of Sixth Forms who

**The Modern
Humanities.**

have given two years' study mainly to a definite group of subjects. The groups are four—Classical Studies, Modern Studies, Mathematics, Natural Science—and there is a list of twenty-four subsidiary subjects, one of which must be taken along with a group. Boys and girls who devote the last two years of their school life to the modern humanities are offered a choice of combinations. They may take two languages (one of which may be Latin without composition), a foreign language with history, or with English Literature, or with the compound English History-and-Literature. The weakness of the syllabuses in French and German is the predominance of imaginative literature. In French, for instance, the only prose works set are Gautier's *Voyage en Espagne* in one of the alternative periods, and some of Madame de Sévigné's *Letters* in the other. In German poetry and drama almost monopolize the field. No foreign history is required, except such as may be needed for "the literature of the period in its historical setting." The contrast with the classical group is marked. A knowledge of Greek and Roman history is demanded, and Cicero, Livy, Tacitus, Thucydides and Demosthenes all appear on the list of set books. The classical literature that is read by boys and girls has, it must be confessed, a breadth and fullness of humanity which the modern literature that reaches the classroom cannot claim. Until the modernists rectify this, the con-

tention that the study of the classics gives the broadest and most humane education will have much force.

WE hope for the sake of the classics that the report given by the *Times* of the interview between parents of boys at the public schools and a committee of head masters of public schools is defective. The object of the interview was to urge upon the head masters that more attention should be given to science and modern languages. The answer of Mr. Lowry, of Tonbridge, was that classics had saved us from being the nation of brutal materialists that the Germans are. Mr. Lowry apparently forgot that classics form at least as large an element in German education as in English. Sir John McClure told a little story, the moral of which was that "schoolmaster" was in England a term of opprobrium. This may be as true as it is melancholy, but its relevance to the subject under discussion is not clear.

The remarks of Mr. Lionel Ford, of Harrow, were more to the point. He declared that at Harrow modern students, if the Army Class be included, are to classical students as two to one, that all boys learnt science, and that boys who wished to specialize in science had every opportunity of doing so. No doubt this is all quite true of many public schools, yet we are not satisfied. What we should like to know is whether science is studied at Harrow and elsewhere with the same zeal as classics, whether the same rewards are held out to the scientist as to the scholar, whether on all modern sides modern languages have the same position as classics on the classical side, and why if mathematics get their full share of attention so few public-school boys attain distinction in that subject at the Universities. Mr. Ford would surely have done better to admit that the public schools are the creatures of a great tradition and have all the weaknesses as well as the strength that that position implies.

MR. LOWRY'S contrast between Krupp and Lord Cromer as typical products of science and classics was not very happy. Alfred Krupp, the virtual founder of the great factory which bears his name, was born in 1812 and educated at the *Gymnasium* at Essen. It is pretty safe therefore to say that his education was almost purely classical. Lord Cromer, on the other hand, was educated at military schools, including Woolwich Academy, where he certainly studied more mathematics and science than classics. He did not begin Greek, as he himself has told us, till long after he left school.

LOCAL AUTHORITIES.

THE Parliamentary debate on the education estimates was reassuring. The President displayed a knowledge of the work of his department, and an appreciation of its problems, scarcely to be expected, and all the speakers contributed observations and suggestions of interest and value. The discussion ranged from matters of relatively unimportant detail to important questions of far-reaching principle. But throughout it was well informed, discerning, and helpful. Perhaps of all the wise words uttered, in a debate which must remain memorable, those of Sir H. Craik deserve to be remembered and reiterated. "There is a very great danger," he said, "of a certain fussiness and a certain exaggeration in regard to education. We must not shut our eyes to the fact that education is a very useful thing, but there are an immense number of faculties, of powers,

of great assets to the nation, that develop themselves entirely independent of your educational processes, and are all the better, perhaps, for being independent of those educational processes." Sir H. Craik also said that all his experience and study had led him to the conclusion that the first principle of our education should be simplicity in the curriculum; the second, "leave initiative to the schools."

THE problem referred to by many of the speakers, which is at once so easy to talk about and so difficult to solve, was the lack of direct co-relation between elementary and secondary schools. "Nothing in my time," said Mr. Ramsay Macdonald, "has done more damage to elementary education than the unfortunate attempt to skim off the cream at the top and send these smart boys to another set of schools." Mr. G. Harvey urged that every elementary school, or in some convenient centre in every school district, there should be facilities for higher-grade education. "I would we had such a leaving age," declared Mr. Goldstone, "that boys and girls in elementary schools could be brought in association with the same school until the age of sixteen was reached." And Mr. Whitehouse proposed this sweeping reform in our educational system: "We want to cease regarding elementary schools as schools which can give a complete education by the ages of thirteen or fourteen, with a possible coping-stone in the form of evening continuation schools. We want to see that every child receives secondary education." There is no doubt that the early removal of children of ability from the smaller elementary schools tends to depress the work of those institutions, and there is also no doubt that, unless the secondary-school course begins at the age of twelve or thereabouts, it will be of little value.

THE field of education is wide, and the crop which it is capable of yielding and the methods of cultivation to be followed are matters of unfailing interest and importance. But the President of the Board was well advised when he insisted that the chief condition of progress is additional money. With increased resources we can irrigate the dry places and fertilize the barren soil, or, as Mr. Henderson said, "If this machine is to be made to go better, if it is to go faster, it can only be driven with money. I have very seriously come to the conclusion that that is the only way we are going very greatly to improve our position."

It is to be regretted that the Board of Education do not propose to publish for the year 1914-15 the usual statistical volume. This economy is, of course, due to the desire of the Board to reduce the amount of detailed administrative work imposed upon their staff, and incidentally upon the staffs of Local Education Authorities. In their general report for the year 1914-15 the Board refer to the possibilities of economy in current educational expenditure enjoined upon them by the Treasury Committee on Public Retrenchment. They record their conviction that the claim to regard reductions of expenditure on the public service of education as true economies requires, in the case of every item, the most careful scrutiny. The difficulty of effecting any substantial reduction is demonstrated by a consideration of the figures. In 1913-14 the Local Education Authorities spent £26,250,000 on elementary and £5,250,000 on higher education. Two-thirds of this total was expended on salaries of teachers. The Board of Education vote is about £15,500,000 a year, but 96 per cent. of this sum consists of grants to Local Education Authorities. The expenditure of these Authorities during the three financial years preceding the War increased steadily by over £1,000,000 a year. In 1914-15 the increase was £900,000, and for 1915-16 is estimated at £350,000. This increase of £350,000 is more than accounted for by the additional sum expended on the salaries of elementary-school teachers.

A TABLE showing for England the number and accommodation of Council and voluntary schools at the time when the Education Act of 1902 came into force and on July 31, 1915, is of interest. It suggests that those who believed that the Act would prove a "slippery slope" for denominational schools, and those who predicted an extension of voluntary institutions, were equally at fault. Council schools have increased from 5,049 to 7,358, and voluntary schools decreased from 13,438 to 11,796, with a corresponding change in the character of about a million school places; but, of course, a large number of voluntary schools in 1902—British, Colliery and others—were not distinctly denominational, and they were naturally transferred to the Local Authority. It is only to be expected also

that additional accommodation, when required, should usually be provided by the erection of a Council school.

SATISFACTORY progress is recorded by the Board as regards secondary education. The total number of schools eligible for grant was 929, as compared with 910 in 1913-14. Of these 436 were controlled by Local Authorities; 424 were "endowed," or schools of a similar type; 25 were schools of the Girls' Public Day Schools Trust; and 44 were controlled by Roman Catholic orders or communities. The pupils totalled 180,507 (96,039 boys and 84,468 girls), as compared with 170,236 pupils in 1913-14. There were also 125 other schools not on the grant list, recognized by the Board as efficient. These were educating 23,033 pupils (14,079 boys and 8,954 girls). The Board are of opinion that, while the quantity of school provision supplied is being fully maintained, not only the quality of the education given, but the effective advantage taken of it, is increasing. It is becoming more widely realized that education must, in the national interest, be taken more seriously and the quality of the product which issues from the secondary schools improved.

THE Board of Education are able to record some improvement in the number of pupils recognized for the first time as "intending teachers." The total number enrolled was 6,096, as compared with 5,517 in the previous year and 5,022 in 1913-14. It is satisfactory to observe a continuous increase in the number of student-teachers not previously recognized as bursars. In 1914-15 the number was 390, compared with 264 five years previously. The Board direct the special attention of Local Authorities to this possible means of supplementing the supply of intending teachers in their areas. There may well be found in all secondary schools a number of pupils who did not become bursars either because they did not need assistance or because the idea of becoming teachers had not at the time occurred to them, but who would make useful recruits for the profession if the possibility were laid before them on reaching the age of seventeen.

SCIENCE NOTES.

THE Board of Education have now published [Cd. 8291, price 4½d.] the interim report of the Consultative Committee on Scholarships for Higher Education. It is a document of seventy-four pages containing recommendations of the highest importance. A general idea of their nature may be deduced from the proposed annual expenditure from national funds, viz.: (1) £100,000 for strengthening the higher parts of selected secondary schools; (2) £90,000 for maintenance to scholars in secondary schools from sixteen to eighteen or nineteen; (3) Government scholarships from secondary schools to the Universities—£67,500 or £68,500; (4) £25,000 to Local Authorities for local scholarships as in (3), with a recommendation that a considerable proportion should be given to women; (5) £27,000 for scholarships from senior technical schools to the Universities; (6) £20,000 for research scholarships.

THE total of the above proposals is £339,000 per annum, a sum which is useful, although not impressively bold. The statement of principles and the methods of award should be attentively studied; we hope to return to the subject in later notes. For the present we must be content to say that we heartily agree with the Committee in putting foremost among objects to be attained "the training of men and women according to their capacity that they may serve public ends in the manner for which they are best fitted." It is explained that in this interim report consideration has been limited to higher education in science and technology, and that the furtherance of industry, agriculture, and commerce, regarded as national concerns, has been the special aim. We note with pleasure the stress which is repeatedly laid on the provision of training for women in scientific work of an industrial or professional character. There is, perhaps, too little said of the need to strengthen the learned professions.

THE Committees of the Education Reform Council have been pursuing with commendable energy their formidable task of overhauling our educational organization and methods. The particular Committee to which elementary school curricula are entrusted have

stated very sound views on "manual training" and the preparation for science of children under twelve. Every elementary school should give a continuous course of manual training to all children. The work should be non-technical, and should be of two kinds—(a) training in the simpler universal arts, inspired with a feeling for craftsmanship; (b) illustrative of other subjects in the curriculum. With regard to instruction in geography, Nature study, and mathematics (i.e. ideas of space and number), the Reform Committee consider that the pendulum has swung too far from the old dogmatic position to an over-estimated "scientific" mode of explanation. More scope should be given for the child's natural love of information and his utilitarian sentiment. Rationalization is a gradual process. We hope that these ideas will bear fruit not only in the primary schools of the public elementary type; their importance is at least as much in need of recognition in the preparatory schools.

ONE of the benefits to be looked for as a result of the spread of scientific knowledge is the lessening of superstition. In some recent examination answers we noticed an instance of the new superstitions which bad science teaching actually engenders. Several of the candidates stated that the presence of traces of ammonia made drinking water poisonous, and not a few roundly asserted that typhus was caused thereby. The sole reason for avoiding water containing traces of ammonia is that the presence of this substance makes it highly probable that the water has been contaminated with sewage. Ammonia in any appreciable strength is, of course, poisonous; but it is important that all members of the community should understand that epidemic disease comes from germs, and these from their like. A superstition of a different class is often taught by teachers who are ignorant of hygiene—viz. that the habit of drinking water leads to the habit of drinking intoxicants. The opposite is the more likely result. Most people would benefit by drinking more water; for children it is quite important that there should be plenty of accessible drinking water; they need it more than adults, and can hardly have too much.

AT the outbreak of the War attention was called in these notes to the importance of care and economy in the use of laboratory ware. We have since had welcome opportunities of referring to the success which British manufacturers have achieved in producing glass for chemical apparatus, as seen for example at the exhibitions of the Association of Public School Science Masters. We have just received a pamphlet from the Worcester Royal Porcelain Works containing an account of comparative tests between their new "Royal Worcester" laboratory porcelain and the well-known "Royal Berlin." The National Physical Laboratory pronounce the new ware to be as good as the best Royal Berlin ware. In former years we came to the conclusion that it was the truest economy in school laboratories to pay the top price and have Berlin ware. In future there will be no need to send abroad for the porcelain crucibles, &c., which have such important uses in all teaching of chemistry.

THE Association of Public School Science Masters will meet at Eton College on the 3rd and 4th of next January. The Eton authorities and staff have kindly invited the Association, and it is hoped that the social side of the meeting will be much strengthened. The meeting will be under the presidency of Prof. H. H. Turner.

MESSRS. NEWALL, BAXENDALL, & BUTLER have just announced that the group of lines in the solar spectrum, marked "G" by Fraunhofer, is due mainly to undissociated hydrocarbons. It is absent from the chromosphere and diminishes in intensity as one passes in the stellar sequence to stars hotter than the sun. The discovery is therefore likely to lead to improved stellar classification as well as to more defined knowledge of the solar photosphere.

THE LEEDS TRAINING COLLEGE.

BY the time that this is in our readers' hands we hope that it will have been announced that the Board of Education have acted under the powers assigned to them by their own regulations, and undertaken a public inquiry into the circumstances which have led to the resignation of the Vice-Principal

and nine members of the women's staff of the Leeds Training College. The matter is serious, and does not concern Leeds alone. In 1913, in announcing the formal opening of the College by Mr. J. A. Pearse, we said that this marked a new departure in the training of primary teachers. The building, including site and equipment, had cost a quarter of a million, the bulk of which sum was defrayed by the Board of Education. It was designed to hold three hundred women and one hundred and eighty men, and towards the annual expenses the Board contribute £21,000 a year. Yet it is hardly credible that the government of this College is committed to the Leeds Education Committee, and that the Leeds University is neither represented on the Committee nor takes any part in the teaching. How far the Leeds Education Committee is competent to discharge the duties assigned to it we can judge from the report of the proceedings that appeared in the *Yorkshire Post* of June 29. The same number contains an official report of a "Talk," by Mr. James Graham, Secretary of Education to Leeds, and also Secretary to the Governors of the College. This "Talk" was addressed to the resident tutors of the College and the house-keepers. It consists wholly of gossip and tittle-tattle charges of wastefulness, indiscipline, and untidiness that he had himself observed on the women's side, with no attempt to substantiate one of these charges.

Prof. Findlay writes none too strongly in a letter to the *Manchester Guardian*: "If you want to fill your schools and colleges with men and women of energy and spirit, you must give them scope, and not hand them over to clerks and officials as if a college were a sort of workhouse ruled by Bumbledom."

The Chairman of the Higher Education Sub-Committee treated the resignation of Miss Mercier and nine of the women tutors, without cause assigned, as an unpardonable act of insubordination, and announced that the Council would proceed at once to fill their places. He spoke of them as a mere fraction of the staff, which numbered nearly fifty, including, apparently, the housekeepers and domestics. The numbers left after the resignations are, if we are rightly informed, eight women and sixteen men, eight of whom are absent on active War service. But his main point was that the resignees have no case, because they have refused to state their case in the press, or to appeal to the present Governors. Can we wonder that they decline to be heard by a tribunal which puts forward Mr. Graham as their spokesman?

The nine, to say nothing of Miss Mercier, sometime Director of Studies and Lecturer in History at Girton College, are all of them women of large experience, several with high University Honours. Such women do not resign in a fit of temper, or risk their chances of future employment. The charge of indiscipline is indignantly repudiated by past students who have come under Miss Mercier's rule, and, in particular, they tell us that the cases of smoking are confined to three or four students, who offended when first they joined the College, but never repeated the offence. We cannot see on what grounds the Board of Education can decline to institute an investigation which has been asked for by independent bodies, such as the Training College Association and also, we believe, by the Registration Council of Teachers.

"VIVE LA FRANCE QUAND MÊME!"

ON July 12 M. Maurice Barrès gave the first of the lectures on "Aspects of Art," under the Henrietta Hertz Trust. He took for his subject "Le blason de la France, ou ses traits éternels dans cette guerre et dans les vieilles épopées." Lord Bryce, in introducing M. Barrès, said that not only was he one of the most distinguished French writers of his day, but that he had been among the foremost in awakening patriotism throughout France.

Patriotism was the note of M. Barrès' lecture, a fight for

the *blason* of France—for liberty, equality, fraternity. He dwelt on the religious fervour which inspires the French soldiers of to-day, and gave many touching instances of the lofty spirit of self-sacrifice which animates them.

Let us add to the testimony of M. Barrès that which for the last two years has been contained in the pages of the *Bulletin Administratif du Ministère de l'Instruction Publique*. Before the War this was an official document containing all administrative news, examination results, inspections, promotions, &c., with an occasional ministerial address—somewhat formal matter, interesting only to a section of the community. Since the War this *Bulletin* has become one of the most intensely human and moving documents it would be possible to find. It opens each week with its "Livre d'Or de l'Université." There we find the names of the killed and wounded, be it professor, teacher, or student in training, and, following on these names, "Citations à l'Ordre de l'Armée." What are the qualities which distinguish these teachers turned soldier? We can only mention a few of the most outstanding ones which recur again and again in the *citations*, but sufficient to show that the qualities of a fine teacher have a close connexion with the qualities of a fine soldier.

First, "courage, le plus constant, exceptionnel, héroïque, un sang froid et un courage hors de pair, courage réfléchi, d'une bravoure et d'une solidité au feu, digne des plus beaux éloges, d'une bravoure et d'un entrain légendaires dans le brigade." Then, "dévouement, le plus grand, absolu, inlassable," and "abnégation, au-dessus de tout éloge, complète"—calmness, intelligence, indomitable energy, initiative, good humour, modesty. How can we choose from this noble army? Richard, who spends sixty-eight hours in hand-to-hand fight and "a fait preuve d'un grand courage, d'une énergie indomptable, d'une autorité, d'un entrain électrisant les hommes et d'un mépris héroïque de la mort." Rosier, seriously wounded in the face, who looks after the wounded for twenty-four hours before having his own wounds seen to. That "fanatique du devoir militaire, apportant dans sa réalisation la conception la plus noble," or he, whose magnificent courage was only equalled by his modesty. Rimey, who "par sa grande activité depuis le début de la campagne, son allant et sa joyeuse insouciance, a pris un très grand ascendant sur les hommes." Murat, "jeune officier possédant, sous des dehors modestes, une volonté invincible, un courage à toute épreuve, une énergie surhumaine, une activité inlassable." Lebeau, "grande intelligence et grand cœur." Piglowski, to whom the Germans raised a monument to commemorate his courage and patriotism.

Nor are the non-combatant teachers without their meed of praise. The teaching staff of Reims who, through ceaseless bombardment, carried on the teaching of over 1,300 children, thus in a measure contributing to their safety, and the women teachers of Arras, caring for the children in the cellars with "belle humeur et sang froid."

M. Paul Painlevé, Minister of Public Instruction, has delivered several memorable addresses, which appear in the *Partie non-officielle*. In an address given at a gala matinée for the benefit of wounded soldiers, he says the absurd prejudice has finally been overcome which makes out that men of letters are ill prepared for the soldier's virtues. "How moving (he says) is the witness of the *citations*, which speak not only of the bravery, coolness, and endurance of these men, but also of their superior moral and intellectual qualities. Their education, their culture imposes on them, more than on others, imperious duties, for they know all that the word *France* signifies; they know that if they yield there will be neither joy, liberty, nor justice in the world."

In an address at the International Education Conference in June 1916, he speaks of the future of education. "As compulsory primary education was the outcome of the War of 1870, so (he says) must compulsory post-school education, both for girls and boys, be the outcome of this War—an education arrived at by a national organization of all depart-

ments. A man must not be shut up in his trade, even if he excels in it. He must have wide knowledge, a sound physique, and must feel himself a citizen of his country."

May not the adjurations of the dying have a wider significance than that of the field of battle—the cry of the mutilated form that rises up in one supreme effort, "En avant, les amis, c'est pour la France!" and yet another, "Vive la France quand même!"

"DAVID BLAIZE" AND OTHER PUBLIC-SCHOOL STORIES.

By S. P. B. MAIS.

WE old fogies, whose schooldays date back to the last century, were well content to read of the deeds of derring-do perpetrated by such splendidly coloured heroes as *The Willoughby Captains* or that audacious *Fifth Form at St. Dominic's*. Not so the forward youths of to-day. They have never heard of *Eric*, or dismiss it as sentimental humbug that they were given for Sunday reading; *Tom Brown's School Days* is to them an historical novel, to be classed with *Midshipman Easy* and *Harry Lorrequer*.

Our fathers, they say, must have had a jolly good time of it at school, where such full-blooded orgies apparently were a commonplace; but we, for our part, have to resign ourselves to a more humdrum existence. There are no break-neck descents from dormitory windows by the aid of knotted blankets in 1916, no drunken revels or hairbreadth rescues of distressed maidens; we come back to school from the whirl and gaiety of town and submit ourselves to a term of rigorous discipline, with every hour of each day mapped out for us exactly in the form-room and on the playing fields. Not for us are the circus and the public-house, flirting with barmaids or associating with "bookies." Rarely, indeed, during our thirteen weeks' sojourn in the wilderness of school, do we meet anyone connected with the outside world. Our masters are the only grown-up people with whom we come into contact. Through them, in a diluted form, we get the news of the world; we see the chaotic upheavals which take place outside through their glasses. We are bound up in the absorbing interest of house caps and school colours, with interruptions of work and the various subterfuges at which the wiser wink. Most frequently are we to be seen dashing from rehearsal to choir practice, from physical training to the miniature range, from Corps parade to the swimming bath or the fives court. Would that we could live as "Stalky" lived, if ever such a creature as Beetle and his boon companions could have been permitted to live in any school in the kingdom. No, if the truth be told, the average schoolboy of to-day has come to the conclusion that the public-school story never has been, and by the very nature of our life never can be, written.

It is essential for most readers that novels should be saturated with incident, and there are no incidents in the history of the normally healthy schoolboy. Witness his Sunday letters home; weekly he has to rack his brain to think what to say. He has read a few hundred lines of Euripides or Homer, he has tackled the Binomial Theorem or the solution of Triangles, he has gone up or down a place in form order, he requires 5s. for subscriptions to the bath and the Red Cross Society, he has heard a good or a "rotten" sermon, he has had a "footling" or a "ripping" field day, and has had a cold, but not gone to the sick-house, as the next day there was a match. Yet there have not been wanting courageous spirits who have dared, with the meagre material at their command, to weave round the life of the schoolboy a modern romance.

First of the new school came Mr. H. A. Vachell, full of honours as a popular novelist, wishing to do justice and to pay a compliment to his old school, Harrow. *The Hill*

immediately attracted countless readers, and stands alone even after fifteen years as a consummately told romance of schoolboy friendship. Over it there hangs the glamour of *The Forty Years On* theory; all old boys love to think that they were once like Verney, that villains like Sayce really existed in their time, and they dream over again of a time on which they look back as the happiest time in their lives. It was not really such, but it is delightful pretence. Mr. Vachell was, however, not allowed to stand unrivalled long.

Mr. St. John Lucas, to whom justice has never yet been done, in *The First Round* attempted with complete success to show us the life of a misfit at a public school. His hero was a musical genius who came into contact with a type of boy friend, by no means so uncommon as a thoughtless public would like to believe—the type that is grown up in thought while still a boy in years; there are many such in every school in England. Mr. Lucas anatomized the recesses of the mind of that kind of boy who thinks for himself and conceives a divine discontent with the attitude of the bovine herd of games-lovers who lord it over the rest at all great public schools. It is a platitude that we schoolmasters do not trouble to deal with abnormal cases. The genius is not provided for at school: *aut disce aut discede* is the rule—he must conform or go. (He is usually ejected for kicking over the traces.) From want of a helping hand or a sympathetic elder friend, masters as a whole are not too friendly towards the ardent lover of poetry, the arts, or the specialist in any branch of science.

Mr. Hugh Walpole next entered the lists with a book from the master's point of view, an entirely new departure. In *Mr. Perrin and Mr. Traill* we were shown all the naked horrors of the second-grade public school, where life for the ardent young master full of zeal was made a veritable hell owing to the niceties and formalities which he was called upon to observe. We were shown the feckless, futile, elderly men who had drifted into schoolmastering, and had, for want of mere energy or ambition, slowly subsided into the abyss until it was too late to change their profession. It was all very sad, wellnigh in places bordering on the terrible, but it was also appallingly true.

Close on Mr. Walpole's heels came the cleverest young man of the age in Mr. Compton Mackenzie, who had already published two novels which had placed him in the front rank of living novelists. In *Sinister Street* we were presented with every detail of the protagonist's life, given with meticulous care, reminiscent of the pre-Raphaelite school of painting, so that we should not miss any of the influences which went to mould the man Michael Fane. It was overwhelmingly successful; here at last, we felt, is the real school story; every master with whom Michael worked was painted with scrupulous care, every incident of term and holiday was there, so that nothing should escape us. And, in so far as Mr. Mackenzie recognized that delineation of character is the fundamental principle on which the story of school life must be formed, he deserves undying gratitude. His failure is owing to the fact that he took a day school, and so was enabled to procure incidents to colour and vivify his novel, which would be out of the reach of any man writing about boarding schools.

Mr. Arnold Lunn, in *The Harrovians*, published a counterblast to *The Hill*, and ruthlessly exposed the shams of the earlier romance, but he did little more than earn the eternal hatred of all lovers of Harrow. He professed to give us pages from his diary, but it was plain that his object was to make our flesh creep, and that his House must have been abnormally corrupt—*monstrum nulla virtute redemptum*. He had the added misfortune of being a realist without a sense of beauty, a defect for which it is extremely hard to forgive him in the light of the artistic glory of Mr. Mackenzie's work.

Mr. Ivor Brown, in *Years of Plenty*, at times gives us a sense of the real thing, but he was neither clever enough nor honest enough to hide nothing; he, too, must be reckoned among the shirkers, and so we are left with Mr. E. F. Benson, who comes last into the dangerous field of com-

petition, after years of success as an eminent novelist, with his *David Blaise*. This book was hailed by the *Times* as the finest school story ever written. That it is a finished product, conceived and executed with the fine artistic touch, is true, but it is nothing more; it is on a par with *The Hill* and not in the least what we were looking for. We can admire the well oiled machinery, the delightful economy of detail, and the piecing together of an amusing piece of mosaic, but it never really touches the enchanted ground. Mr. Benson is too old for this sort of thing. His picture of the days of innocence at a preparatory school is glorious and probably true; at any rate, it is humorous, but he simply does not understand the workings of a boy's mind between the ages of fourteen and nineteen, or the intricate, delicate machinery of a public school. He writes from outside; there is no suggestion of experience from beginning to end—it is all make-believe, very clever feigning of a kind that will immediately appeal to nearly all mothers and not a few fathers. But it does not help those of us who want the life and development of the average boy told once for all.

Mr. G. F. Bradby still holds the field, in spite of all opposition. Just as the only readable books in Oxford which can, with any degree of truth, be said to be real are humorous, *Zuleika Dobson* and *Verdant Green*, so the only book on public-school life which rings absolutely true is *The Lancaster Tradition*, which is almost farcical in its humour. Mr. Bradby knows his colleagues in and out, and knows them all the better from being able to laugh at and sympathize with them at the same time.

There are features in our life at school which, through fear of Mrs. Grundy, can never be printed, and yet if they are wholly ignored, no school story can possibly be complete. The only thing we can do is to lament that Bernard Shaw, H. G. Wells, and Arnold Bennett were not all educated at Eton. What revelations we should then have glutted ourselves with, what a true picture of school life we should then be permitted to enjoy! But if this trio had been at Eton the probability is that they would never have written a word, for no Society of Freemasons was ever so silent about its inner workings as the public-school man is about the esoterics of his House.

SAFE NOVELS.

The Anvil of Chance. By GERALD CHITTENDEN. (6s. Longmans.)

The hero is a schoolmaster, and the opening scene introduces us to Robert Brooke, a raw graduate, facing a class of seventy in open rebellion. He ends it by picking out the ringleader, a boy a foot taller than himself, and felling him with a facer. Chester is apparently modelled on an English public school; founded by Prof. Stokes, a martinet, who is succeeded by an incompetent slacker, and in the third generation comes the present Head, a man of the world, who holds that schoolmastering is like any other business, and highly applauds Brooke's procedure. We have next what is called a "tea-dinner" at the house of one of the married masters, where Brooke forms the one topic of conversation, and a *tête-à-tête* with Hood, an old stager, who expounds for him the true philosophy of an assistant master's life, the mean of golden mediocrity. We think we are going to learn what a public school in the States is like, but this is only a prelude, and gradually the school fades away in the distance and the hero passes on to Puerta Espanosa, catches the yellow fever, writes a brilliant magazine article on his adventures, and returns to school and to his true love, who has from the first discerned his real character. "Bob," she said, "you've tried to be extraordinary all your life. And you are a perfectly ordinary person, after all." In that, we are told, she did him rather less than justice. It may be so, but we must add that Mr. Chittenden has not done justice to his professed scheme of schoolmastering.

Dead Yesterday. By MAUD AGNES HAMILTON. (6s. Duckworth.)

This, if we mistake not, is a first novel, and the name of the author may, for all we know, be a pseudonym. At any rate, it is a remarkable book, original both in conception and style, and we may safely prophesy that, if it be her first work, it will not be

her last. We are introduced at starting to a fashionable set of London men and women who are grouped round the editor of the *New World*, a society weekly that takes the place once held by the *Saturday Review* in the reign of J. D. Cook. The dominant note of the company, expressed or suppressed, is *ennui*—boredom that some accept and others kick against—and in which the editor, Nigel Strode, who has himself no convictions or sentiments, is involved and suffers shipwreck. Suddenly on this *blasé* world there comes as a bolt from the blue the news of War. It severs the sheep from the goats and to all it comes as a relief from "the impracticable hours." We should look askance at any serious novel that took for its theme the War that is raging. It must needs lack the true perspective of history, and were it faithful to facts could hardly fail to degenerate into a *roman à clef*. Here, however, the War serves only as a background, or rather as a touchstone of character. There is a vivid description of the August Bank Holiday in London and the scene in Parliament Square when Sir Edward Grey made his historic speech. We have news from the front and learn how it affects the writers of leaders, the jingoes, and the pacifists, but of V.C.'s and Iron Crosses, of strategy and tactics, there is not a word. Love is lord of all, and we follow from beginning to end the love adventures of some six clearly marked, and at the same time typical, characters who are stamped in our memory as clearly as those of Jane Austen or George Eliot; and these reveal themselves more by what they say than by what we are told about them. There is, it is true, a certain monotony. All belong to the same social grade, and all are given more or less to conversing in epigrams and allusions. But the author has, as we have hinted, no less descriptive power, and reveals, though here only in sidelights, a real sympathy with toiling and suffering humanity. She is not the *homo unius libri*, and we look forward with keen interest to her next appearance.

Mr. Lyndon at Liberty. By VICTOR BRIDGES.
(1s. net. Mills & Boon.)

This is a first-rate detective story, crammed with adventures of all sorts by field and flood, but all of them interconnected and interwoven by a well concerted plot which holds us in suspense from the opening scene, when the convict Neil Lyndon, the inventor of the Lyndon-Marwood torpedo, escapes from Dartmouth, to the last page, where we leave the escaped murderer metamorphosed into a patriot hero feasting with his bosom friend and the rescued maiden in the Café Royal, after having been hailed by the Secretary for Foreign Affairs as the saviour of his country. We must accept a few extravagances at starting. For instance, the villain of the piece, by a slight surgical operation (the injection of paraffin wax under the skin), gives Lyndon an aquiline nose, and, by an application of the X-rays, a high forehead, and so makes him unrecognizable by all save, of course, the detective. There is, too, a second girl in the plot, the daughter of the second villain, who falls madly in love with him without apparent rime or reason, except that she is wanted to facilitate the escape and as a set-off to the heroine's superior virtues. We shall not spoil the story by further revealing the plot or telling the secret of the famous powder, twenty times as strong as dynamite, a flash of which blows up half an island in the Thames, and would have blown up London had the Germans succeeded in getting hold of the secret. It is just the book to while away an idle summer afternoon.

The Longest Way Round. By D. BROADWAY.
(6s. Allen & Unwin.)

You must not suppose that Letty Urquhart, English governess to a Boer family several years before the South African War, is a grasping shameless hussy because she proposes marriage to an unknown young settler as the necessary step to securing a legacy. No; she is the favourite charming English girl, slim, lithe, intelligent, capable, and of a highly disinterested nature. Of the very original bargain she drives with the penniless settler, persuaded to receive half the legacy in return for giving her his name and leaving her for ever in peace, of the adventures of both apart, and of their final reunion without the former baleful conditions, this story will tell you, in the longest way round certainly, but with spirit and invention. There are some excellent pictures of the veldt and some good character studies. It is an ingenious plot, which should surely adapt well for the stage.

Twilight in Italy. By D. H. LAWRENCE. (6s. Duckworth.)

It has been Mr. Lawrence's happy fate not to leave his readers indifferent. And the same fate should attend him in this latest volume of Italian studies. They may stimulate to pleasure or irritation, but stimulate they certainly will. It is an intensely subjective book; all the landscape, all the characters, are focused in one impression—Mr. Lawrence's impression of the Italian peasant character, in twilight between the great inhuman Not-self of the

industrial north and the sensual self of the south. Perhaps he insists on his theme rather too defiantly; certainly he often rubs the bloom off an idea by too constant iteration, but his little character studies are full of admirable perception, intuition, and sympathy, a most original blend of sincere and sensitive observation and philosophic reflection. The first study, *The Crucifix*, a study of the Bavarian highlands, is only loosely attached to those which follow, but is a good prelude to them. In the Bavarian peasant Mr. Lawrence finds one element only of his Italian twilight, and therefore a more unified person. "It is a race that moves on the poles of mystic sensual delight. Every gesture is a gesture from the blood, every expression is a symbolic utterance. For learning there is sensuous experience, for thought there is myth and drama and dancing and singing. Everything is of the blood, of the senses. There is no mind. The mind is a suffusion of physical heat—it is not separated, it is kept submerged."

BOOKS OF THE MONTH.

Art.

A History of Sculpture. By Harold North Fowler, Ph.D. *Macmillan*, 7s. 6d. net.

Autobiography.

Hitting the Dark Trail. By Clarence Hawkes. *Harrap*, 3s. 6d. net.

Children's Book.

Stories for the *Story Hour* from January to December. By Ada M. Marzials. *Harrap*, 2s. 6d. net.

Divinity.

St. Luke. Edited by Rev. G. E. J. Milner, M.A. *Milford*, 1s. net.

Novum Testamentum Graece. (Editio Major.) Edited by F. H. A. Scrivener, M.A., D.C.L., LL.D. Revised by Prof. Dr. Eb. Nestle. *Bell*, 2s. 6d. net.

English.

Scott's Lady of the Lake. Edited by A. R. Weekes, M.A. *Clive*, 1s. 6d.

The New Hudson Shakespeare: King Richard the Second. Introduction by Henry Norman Hudson, LL.D. Edited and Revised by Ebenezer Charlton Black, LL.D. *Ginn*, 1s. 6d.

The Progress to History. Historical Reading Books on a Graded Overlapping System. By Richard Wilson, D.Litt. An Essay on Shakespeare's Relation to Tradition. By Janet Spens, D.Litt. *Blackwell* (Oxford), 2s. 6d. net.

Russian-English Dictionary. By J. H. Freese, M.A. *Kegan Paul*, 5s. net.

Ethnology.

European and other Race Origins. By Herbert Bruce Hannay, Esq. *Sampson Low*, 21s. net.

Fiction.

Backwater. By Dorothy M. Richardson. *Duckworth*, 6s. The False Dmitri. A Russian Romance and Tragedy. Edited by Sonia E. Howe. *Williams & Norgate*, 6s. net.

Gardening.

The Chemistry of the Garden. A Primer for Amateurs and Young Gardeners. By Herbert H. Cousins, M.A., F.C.S. *Macmillan*, 1s.

Geography.

The Oxford Geographies.—The World and its Discovery. By H. B. Wetherill, M.A. In Four Parts. *Clarendon Press*, each 1s.

Macmillan's Geographical Exercise Books.—V: Asia and Australasia. By B. C. Wallis, B.Sc. 7d.

Handwork.

Handwork and Social History. By E. Stevinson. *Milford*, 2s. 6d. net.

Toy-making in School and Home. By R. K. and M. I. R. Polkinghorne. *Harrap*, 7s. 6d. net.

History.

A Short History of the English People. By John Richard Green. Revised and Enlarged, with Epilogue by Alice Stopford Green. *Macmillan*, 5s. net.

The Plain Story of American History. By John Spencer Bassett, Ph.D. *Macmillan*, 4s. 6d. net.

An Introductory Atlas of International Relations. By Henry Clay, M.A., Arthur Greenwood, B.Sc., and H. S. Hattin. *Headley*, 1s. 6d. net.

(1) Pictures of Long, Long Ago, 1s.; (2) Peeps into Old Books,

1s. 2d.; (3) Decisive Days in British History, 1s. 4d.; (4) The Story of the United Kingdom, 1s. 6d.; (5) Children of the Seven Seas, 1s. 9d.; (6) Britain and European Liberty, 2s. *Macmillan*.

English Influence on the United States. By Rev. W. Cunningham, D.D. *Cambridge University Press*, 4s. 6d. net.

Early European Civilization. By Roscoe Lewis Ashley. *Macmillan*, 6s. 6d. net.

Hygiene.

Physiology, Hygiene, and Sanitation. By Frances Gulick Jewett. *Ginn*, 3s.

Health and Safety. By Frances Gulick Jewett. *Ginn*, 2s.

Fighting Dirt: A Hygiene Reader. By Ernest Hood. Introduction by S. S. F. Fletcher, M.A. *Harrap*, 1s. 8d.

Mathematics.

Easy Arithmetic and Accounts. By E. Sankey and G. A. Lord. *Arnold*, two parts, 1s. net each.

Test Questions in Junior Algebra. By F. Rosenberg, M.A., B.Sc. *Clive*, 1s. 3d.

Solid Geometry. By William Betz, A. M. Harrison, E. Webb, A. B., and Percy F. Smith. *Ginn*, 3s. 6d.

Goursat's Mathematical Analysis. Volume II, Part I: Functions of a Complex Variable. Translated by Earle Raymond Hedrick and Otto Dunkel. *Ginn*, 11s. 6d.

Ruler and Compasses. By Hilda P. Hudson, M.A., Sc.D. *Longmans*, 6s. net.

Theory of Errors and Least Squares. A Textbook for College Students and Research Workers. By Leroy D. Weld, M.S. *Macmillan*, 5s. 6d. net.

Microscopic Slides.

Slides to Illustrate "Minerals and the Microscope." By H. G. Smith. Sections of Igneous Rocks (29), £2. 3s. 6d.; Sedimentary Rocks (10), 15s.; Metamorphic Rocks (7), 10s. 6d.; Additional Slides (24), 1s. 6d. each. *Murby*.

Miscellaneous.

Life without Servants; or, The Re-discovery of Domestic Happiness. By a Survivor. *Mills & Boon*, 1s. net.

The Secret of Consolation. By L. Cope Cornford. *Williams & Norgate*, 2s. 6d. net.

International Morality and Exchange. By Henri Lambert. Introduction by the Rt. Hon. Lord Courtney of Penwith. *Allen & Unwin*, 6d. net.

Modern Languages.

Récits Héroïques. By Charles Guyon. Edited by Marc Ceppi. *Bell*, 1s. 6d. net.

Goethe's Poems. Edited by Martin Schütze, Ph.D. *Ginn*, 3s. 6d. Ein Wortschatz. By Albert A. Méras, Ph.D., and Maud Miller, M.A. *Harrap*, 6d.

La Fontaine: Fables. Edited by A. G. Macpherson, M.A. *Cambridge University Press*, 3s.

Les Ailes de Courage. Par George Sand. Edited by F. B. Kirkman, B.A. *Cambridge University Press*, 3s.

Advanced Tests in French Composition and Grammar. By J. M. Milne, M.A., D.Litt. *Harrap*, 1s.

Pequeño Vocabulario. By Albert A. Méras, Ph.D., and Suzanne Roth, B.A. *Harrap*, 6d.

Geschichte und Sage. By Anna T. Gronow. *Ginn*, 4s.

La Langue d'Alphonse Daudet. By Mary Burns. Paris: *Jouve*. Des Meeres und der Lieb Wellen von Franz Grillparzer. Edited by John L. Kind, Ph.D. *Milford*, 3s. 6d. net.

L'Histoire de Peter Pan. Traduction de Marc Ceppi. *Bell*, 1s. 6d. net.

Music.

French Songs with the Airs, both Notations and Phonetic Transcription of Text. By Violet Partington. *Dent*, 6d. net.

The Oxford Song Book. By Percy C. Buck, M.A., D.Mus. *Milford*, 5s. net.

Pamphlets.

Education, Science, and the Humanities. By A. W. Pickard-Cambridge. *Blackwell* (Oxford), 1s. net.

Pedagogy.

Pre-Meiji Education in Japan: A Study of Japanese Education Previous to the Restoration of 1868. By Frank Alanson Lombard, M.A. Kyo Bun Kwan, Tokyo: *Methodist Publishing House*, 15s. net.

Froebel's Kindergarten Principles critically Examined. By William Heard Kilpatrick, Ph.D. *Macmillan*, 4s. net.

The Mentally Defective Child. By Meredith Young, M.D., D.P.H., D.S.Sc. *Lewis*, 3s. 6d. net.

Phonetics.

The Sounds of Spoken English and Specimens of English. By Walter Rippmann. *Dent*, 3s. net.

Poetry.

In *Lonely Walks*. By Llewellyn Bullock. *Methuen*, 3s. 6d. net.

Psychology.

Adventures of the Christian Soul: Being Chapters in the Psychology of Religion. By K. J. Saunders. Preface by Dean Inge. *Cambridge University Press*, 3s. 6d. net.

Readers.

Macmillan's New Senior Class Readers. Book I for Class IV, 1s. 4d.; Book II for Class V, 1s. 6d.; Book III for Class VI, 1s. 6d.; Book IV for Class VII, 1s. 6d. *Macmillan*.

Reports.

Report of Commissioner of Education, Year ending June 30, 1915. Vol. I. *Government Printing Office*, Washington, U.S.A.

The Historical Association Annual Bulletin of Historical Literature for 1915. No. V. *Miss M. B. Curran*, 22 Russell Square, London, W.C.

Report on the Progress and Condition of the United States National Museum for year ending June 30, 1915. Washington, U.S.A.: *Government Printing Office*.

Reprints.

Fénelon: *De L'Education des Filles; Dialogues des Morts*. Introduction par Emile Faguet. Edition Lutetia. *Nelson*, 10d.

Collección Española Nelson.—*La Dama Errante*. Pío Baroja. *Nelson*, 1s.

Collection Nelson.—(1) *Dominique*. Par Eugène Fromentin, 1s.; (2) *La Convention*. Par Jules Michelet, 1s. (3) *Edouard Rod: L'Ombre s'étend sur la Montagne*, 1s. (4) *Emile Nolly: Hiên de Maboul*, 1s.

Science.

A Manual of Mendelism. By James Wilson, M.A., B.Sc. *Black*, 2s. 6d. net.

Biometrika, Vol. XI, Part III, May, 1916. Edited by Karl Pearson. *Cambridge University Press*, 10s.

Technical.

The Directly-Useful Technical Series. Edited by Wilfred J. Lineham, B.Sc., M.Inst.C.E., M.I.Mech.E., M.I.E.E. *Arithmetic for Engineers*, including simple Algebra, Mensuration, Logarithms, Graphs, and the Slide Rule. By Charles B. Clapham, Hon. B.Sc. Eng. (Lond.). *Chapman & Hall*, 5s. 6d. net.

Painters' and Decorators' Work. By Henry George Dowling, A.I.B.D. *Routledge*, 2s. 6d. net.

The War.

Books on the Great War: An annotated Bibliography of Literature issued during the European Conflict. By F. W. T. Lange and W. T. Berry. Prefaces by R. A. Peddie. Vols. I-III in one. *Grafton*, 7s. 6d. net.

Patriotism and the Fellowship of Nations. A Little Primer of Great Problems. By F. Melian Stawell. *Dent*, 1s. net.

The Effect of War upon Art and Literature. By Lawrence Howard, M.A. *Longmans*, 3d. net.

Badges and their Meaning. *Philip*, 1s. net.

Poland's Struggle for Independence. By Rajmund Kucharski. Foreword by Lord Weardale. *Allen & Unwin*, 6d. net.

The War, 1915-16. A History and Explanation for Boys and Girls. By Elizabeth O'Neill, M.A., Vol. IV, June, 1915-February, 1916. *Jack*, 1s. 6d. net.

Zoology.

The Birds of Britain: their Distribution and Habits. By A. H. Evans, M.A., F.Z.S., M.B.O.U. *Cambridge University Press*, 4s. net.

WOMEN AS FARMERS AND FARM LABOURERS.

A VERY remarkable movement is now proceeding—educated women are being summoned in thousands to help to prevent land from going out of cultivation, to save the harvest (fruit and cereals), to tend cattle, and to perform a great deal of work that has hitherto been done by men. It appears that, since the War began, 300,000 agriculturists have joined the colours; their places need to be taken by some 400,000 women. For once education has commended itself to the authorities, for it is found that educated women

learn what is required in a quarter of the time needed by untrained brains; they can act as forewomen and in organizing the female labour to be found in agricultural districts; their work is an example to that sort of fine-ladyism which prefers strumming the piano or fancy-work to the more desirable products of the garden and dairy. Farmers' daughters of this kind need an example, and with them it is immensely effective to learn that Lady Irene Denison is a crack hand with the plough and the drill; the Hon. Mrs. Sclater-Booth (daughter of Lord Basing) works a harrow as well as any man; six hundred of the students of London University have offered their services to farmers during the holidays; Girton College, during the Easter holidays, was a training centre for many girls in agricultural work; Girton students are themselves engaging in gangs of ten or twelve to farmers who need immediate help. There has never been such a response to the cry of "Back to the Land."

There is never a movement of this kind begun but what some disagreeably well informed person tells us there is nothing new under the sun, and that there are tens of thousands of women engaged in agriculture even in England. Of course, we knew that in matriarchal days woman worked very hard in the fields, and no man was found to grudge her the job. There was no pay in it in these good old times. But, all the same, it is disconcerting to learn in Mrs. Roland Wilkins's *Work of Educated Women in Horticulture and Agriculture*, that the census of 1911 showed 94,000 women were then employed in agriculture, 20,000 being classed as farmers and graziers, and 2,449 as market gardeners. Almost every county seems now to have an organization to deal with the agricultural difficulty, and a ladies' committee is generally formed to find women workers and assist in obtaining suitable accommodation—a task by no means easy, as the housing of agricultural labourers in Britain has long been scandalous. County Councils are extending, in many cases beginning, courses of training for women. Thus Beds has an eight weeks' course; for the first four weeks the Council pays a farmer 10s. per week per girl for him to teach the work to the new pupil; for the next four weeks the pupil receives 15s. weekly from the farmer and finds herself. In some districts there has been difficulty in persuading farmers, who are usually conservative, not to say prejudiced, to accept the women's services; but very few have regretted doing so, and 75 per cent. of those who have tried women's work are favourable. Very few people know what women can do, and perhaps women have surprised themselves by their achievements under stress of compulsion. Thus the Glasgow tramway manager had to choose between reducing the tram service, which carries thousands of munition workers to and from the factories, and employing women as drivers. He chose the latter course, selected 100 out of over 1,200 women conductors, and trained them. Their coolness and confidence excited the admiration of old hands; they try no dodges of their own, obey the rules, and have fewer accidents than men drivers.

Farmers have been almost struck silly to see that women can make straighter furrows than men, and that this sort of work improves their health. Lord Selborne, late President of the Board of Agriculture, said that, of course, he would not expect women to dig, delve, plough, spread manure; but hardly had he spoken the words when he was informed that women are doing these very things all over the country. His lordship was not particularly happy in his Ipswich speech when he said he had no wish that women should compete with men. Men compete with women in dress-making, millinery, cookery, laundry work, in the selling of chiffons, hosiery, gloves. Why should women endure it in silence and not take up agriculture? There are men who seem to think that women have no right to live their lives in the way that best suits them; others have a strong sentiment that all well paid work should be reserved for men, all ill paid work should be left to women.

Mr. Cecil Harmsworth, M.P., one of the Secretaries of the Board of Agriculture, and Chairman of Committee, had

to deal with the fact that too few women are offering themselves for the work. "Tell the farmers," said he, "to offer good pay and good conditions; then women's labour will flow in steadily."

Exactly. Women will thus not only serve themselves, but their country and the cause of the agricultural labourer. Thousands are wanted, and perhaps teachers all over the country may assist in this work by laying the matter before junior teachers, assisting to find accommodation, making known the farmers' needs to parents, perhaps impressing gangs of old girls.

A London dairy, so late as June 24, excusing its enhanced price of 6d. per quart for milk, has published that 100,000 cows have had to be slaughtered in Britain because of dear fodder, lack of milkers and cattlemen. The example of France in agriculture has been admirable; many of the farming operations are carried on by women to an extent which we hardly realize in this country. One Frenchwoman, who had never touched a plough until the present War, made her brother give her two days' instruction before he joined the Army. She ploughed and sowed seventy acres without assistance.

C. S. BREMNER.

TEACHING THE DUMB TO SPEAK.

By CLOUDESLEY BRERETON.

NOT a few of our brave soldiers have come back from the front "concussed," having lost alike their sense of hearing and powers of speech as the result of some frightful explosion which has shattered their nerves, both physically and morally. Hearing is generally the first to return, and sooner or later many recover their speech as well. I have been tempted to set down the partial success that attended an attempt to restore his talking powers to one of these victims, because it was made on lines which, as far as one can gather, have not, in some cases at least, been sufficiently resorted to. When I first met A. B. he had been in several hospitals for over two months. Various attempts had been made to induce him (to use a mild expression) to speak by hitting him over the small of the back and other rough and tumble experiments. They had been apparently quite unsuccessful. On the other hand, he had recovered his hearing and general faculties. This was certainly an improvement, as when he was first dug out from under the debris of an exploded mine he was not only dumb and deaf, but also "silly." His general health had likewise improved, he was also having massage of his throat and back, and the use of the electric battery had revealed a large area of more or less marked insensibility in the region of his back. His only means of communication were signs and writing down his ideas; otherwise he was quite cut off from the outside world.

The first thing to do was to see if he could make any sort of sound at all. Investigations showed that the only sounds he could produce were whistling and the hissing sound one makes when one wishes to drive away a cat or some other animal. To attempt to utilize the whistling for speech was useless, as it brings into play only the lips. But it struck me if he could make the sound *sh* he could possibly be induced to pronounce words beginning with that sibilant, and so be gradually led on to others. He had frequently made efforts to speak; in fact, so great had been his efforts that often the perspiration stood on his forehead. Yet no sound passed his lips. The first thing to do was to impress on him, therefore, not to worry, but to take plenty of time and only try to speak in a whisper, while taking care to speak to him in a whisper oneself. The plan at length succeeded, and the very faintest sound of the word "ship"

came from him. Emboldened by this success one tried him with another word beginning with *h* only and similar in sound—namely, "hip." This he also accomplished after many trials, and the lesson closed for the day.

The plan of campaign for the next day was to speak to him in a whisper, and tell him not to bother about trying to speak aloud nor worry about how low the sound was. Above all, it was impressed upon him not to try to hurry. The attempt to reply immediately had no doubt merely paralysed his efforts. These preliminaries agreed upon, we started to pronounce successfully all sorts of words (monosyllables, of course) beginning with *sh*—i.e. "ship, shop, shape, shall, shell," &c. This showed he could pronounce other consonants. But when one tried to make him pronounce them at the beginning of words he entirely failed. I was nonplussed for the moment, but finally hit on the device of making him pass from words of one syllable to those of two with the interior consonant the same—i.e. from "skip" to "skipper," and then getting him to pronounce "pet" alone. This after some efforts he succeeded in doing, and we thus isolated *p*.

This bridging method proved a veritable "open sesame." Thus "shall" led to "shallow, low"; "shear" to "shearing, ring," &c. Then together we rang the changes on the vowels in words like "shoot, shut, shot." Next we tried successfully the consonants in "ship, hip, lip." Then we tackled a short phrase, "I can't say it," but he broke down at the word "can't." The phrase, too, was beyond him, but by taking "shock, shocking, king," we reached "kan" and so to "can't" by another route. Thanks to these "bridging" consonants in such words as "shipper" and "shallow," we gradually recovered all the consonantal sounds and all the vowels as well. But everything was given in a whisper, and such sounds as have voice in them, as *m* and *z*, he could not reproduce alone. It was clear we must try and get his larynx to vibrate, and one tried vainly to get him to sing or groan or make any sound with his throat. The lesson ended by dictating to him the words already used which he was to practise by himself with a view of augmenting his output of breath and resonance.

The third lesson began by making him breathe before the pronunciation of each sound. This was a success and led to a suggestion for practising deep breathing. Next I asked him to try to say the sentence, "I can talk in a whisper." He couldn't. But we got round the difficulty by practising the sentence word by word, and so gradually he was able to say it. Other phrases were also learnt, and he thus passed on to the "complete sentence" stage. An attempt to get his larynx to move by inducing him to imitate me in groaning as if he was suffering from a violent colic was not a success. Finding he had been an actor I suggested he should try to recite some emotional passage he knew, but this was beyond him. I also tried to find out his favourite "swear" words, which represent the quintessence of certain emotions, but again I failed. I left him with the counsel to go over the phrases we had practised and written down.

On arriving next day I was delighted to hear he had said "yes" to someone in the kitchen. Hitherto his conversation had been strictly confined to myself. After going over the list of words and phrases with him I tried to make him move his larynx by getting him to run a few yards and then groan with the efforts he made when spurring at the finish, but the result was a failure. He could only pant. Suddenly he said, in answer to a question, "I don't know." This was the first sentence of his own that he volunteered. Going indoors I read to him a paragraph from the *Times* word by word, he repeating it after me. Then I tried two words at the time, then whole phrases, he again repeating. Then he tried alone, first word by word, then two words at a time, then by phrases. As a prescription I left him to read over the passage by himself, in order to increase the volume of sound and also to read other passages to himself aloud for the same reason. I also gave him certain more or less harmless "swear words" to practise on, such as "you bleeder, the devil," &c., getting him to imagine he was hav-

ing a row with someone in order to stimulate his emotions. He also promised to try to recall and recite to me a piece of Kipling's.

The fourth lesson began with the usual recapitulation of words and phrases, with an exercise in deep breathing. Next he repeated to me the poem of Kipling which it had taken him two hours by himself to recover—a good indication of his persistence powers. The next day was taken up in getting greater audibility. The "swear" words were a great success, some being audible at ten paces. As he showed signs of nervous strain we had a rest for two days. At our next meeting I found he had talked in the interim to lots of people; his voice was stronger, though still a whisper, and his fluency much greater. I could hear single words at ten paces and the passage he read at six. His breathing was stronger and he could talk freely to me about himself and his life. After one more day's interval he had a final lesson. The recitation was audible at ten paces. He was now conversing freely with everyone in the house, and only complained that, when he talked in an audible whisper, it was like the sound of a roaring wind in his head. Once in the recitation he got some phlegm in his throat and slightly vocalized a word, but otherwise he could not get out of a whisper.

So far neither breathing exercises nor attempts to groan nor gargling had any effect, but experts have assured me that he is bound sooner or later to recover his full power of speech, and that some happy accident will probably bring it about, as the impediment is purely functional. Meanwhile he can talk with everybody and, after feeling walled up for two months in a sort of living tomb, he is certainly decidedly happier. The whole experiment, for what it is worth, seems to me to prove one thing—that, if anyone like myself with a general knowledge of phonetics can effect so much, the services of the skilled phonetician should be called in to supplement those of the professional nerve specialist.

CORRESPONDENCE.

JUNIOR O.T.C. AND CADET CORPS.

To the Editor of The Journal of Education.

DEAR SIR,—About two hundred secondary schools possess recognized Cadet Corps. Of these more than half have Officers' Training Corps, less than half Cadet Corps. In many instances it is pure chance which corps a school possesses, and it does not follow that all O.T.C.'s are able to turn out officers, while all Cadet Corps can produce only privates. It is on behalf of the latter that I am now pleading. Of course, some Junior O.T.C. are of a higher average age than Cadet Corps; they are also granted £1 for every efficient cadet over fifteen years of age. On the recommendation of their Commanding Officer, O.T.C. Cadets may be admitted to an Officer Cadet unit.

A few years ago it was not difficult to obtain recognition as an O.T.C.; now such recognition is unobtainable. Consequently there may be Cadet Corps more efficient than Junior O.T.C. recognized some years ago. In the case of Cadet Corps no grant is given by Government (except £5 which the T.F.A. annexes). Their officers provide their own outfit, defraying camp and other expenses out of their own pockets. Thus Cadet Corps labour under great difficulties, to which they have risen superior. From corps such as these boys have obtained commissions direct; they have produced serviceable material, quite equal to any demand made on it; many of the members could have passed Certificate A examination with ease. In some schools 25 per cent. or over of the Old Boys serving hold commissions. Certain schools have an Old Boys' Company attached to the Corps.

Under the new regulations School Cadet Corps are not given the privilege of recommending eligible candidates of over eighteen for any Officer Cadet unit. Though their cadets may have had years of training and experience of several camps, they must go into the ranks like the most inexperienced slacker. Can it be expected that the labour and money privately expended on School Cadet Corps will be continued when the members of the corps are treated with less recognition than conscientious objectors, who have a special corps to themselves?—Yours truly,

Acton County School.

G. H. CLARKE.

(Continued on page 460.)

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We are requested by Miss Hilda H. Pearson to publish the following appreciation of Dr. Geraldine Hodgson. The thirty-seven signatories are, all but eleven, graduates of a University, and include two head mistresses and twelve assistants:—

DR. GERALDINE HODGSON.

To the Editor of The Journal of Education.

SIR,—We, the undersigned thirty-seven past students of the Secondary Training Department, Bristol University, learn with consternation from a letter addressed by the Council to the Lecturer in Education, and printed in the *Bristol Times and Mirror* of July 3, that "Council does not propose to continue the department for the present." The opportunity of a year of preparation for our future career, of a year of more comprehensive study and more mature thought, was to us of such great and lasting benefit that we cannot but deplore the decision of the Council to withhold, even temporarily, a similar boon from others. More especially do we regret that this suspension involves the loss to the University of Dr. Geraldine Hodgson. We wish to place on record our sense of personal obligation to those who, in establishing the department, secured for us the advantage of intercourse with a scholar so distinguished, a friend so kind. Our debt to Dr. Hodgson is inestimable. Under her inspiring direction, our period of training became, to a degree unique in our experience, a time of mental quickening, of intellectual growth. Her wide knowledge, her sound judgment, her inflexible logic stimulated and energized us all. By example as by precept she taught us that nothing less than our best should be given to our pupils; she kindled in us something at least of her own courage and enthusiasm, humanized our sympathies, deepened our sense of responsibility, and raised our whole conception of the profession we were about to adopt.

The withdrawal of an influence so inspiring from a department—in our opinion so vital—must necessarily occasion us the deepest concern, and, while confident that Dr. Hodgson's brilliant gifts and command of expert knowledge will not be suffered to remain unutilized, but will continue to be exercised in the service of

education elsewhere, we wish to express to all who are interested in the welfare of Bristol University our keen disappointment that such exercise will henceforth be dissociated from the department which for fourteen years she has served with such unwearied devotion and such signal success. (Signatures affixed.)

"COLLECTED PAPERS ON ANALYTICAL PSYCHOLOGY."

To the Editor of The Journal of Education.

SIR,—May I note one or two matters in connexion with your interesting review of the above book in this month's Literary Supplement? I am extremely glad that you have drawn the attention of readers of *The Journal* to this wonderful and valuable volume by Dr. Jung and to the whole subject of the Freudian Psychology. It is, indeed, necessary that all educationists and thinkers should understand something of this new knowledge, and so far very little is known or, anyhow, *understood*. I note that your reviewer says: "There is no accredited and exhaustive treatment of it (i.e. psychoanalysis) in English." I think it is correct to say there is nothing "exhaustive," but certainly the survey given by Dr. Ernest Jones—the representative of Freudian doctrine in this country—in his book entitled "Papers on Psychoanalysis" (published in 1913 by Baillière, Tindall, & Cox) is perfectly "accredited," and I strongly advise everyone who wants a good general idea of the subject, presented in the most illuminating manner, to read this work. Among many other things the reader will find from it that the repressed desires of the human being which your reviewer stigmatizes as "usually so nasty," &c., can also be (and to quite as great an extent) idealistic, heroic, sublime. The whole matter of this new psychology is, as your reviewer well points out, a very complicated and big thing—knowledge which we cannot with impunity ignore.

In conclusion, may I say that there seems some omission in the announcement of Dr. Jung's volume at the head of the review? I understand that the *Collected Papers*, edited by Dr. Constance E. Long, have been mainly translated by Dr. M. D. Eder (one of the London psychoanalysts) and his wife.—Yours, &c.,
London, July 1916. B. L.

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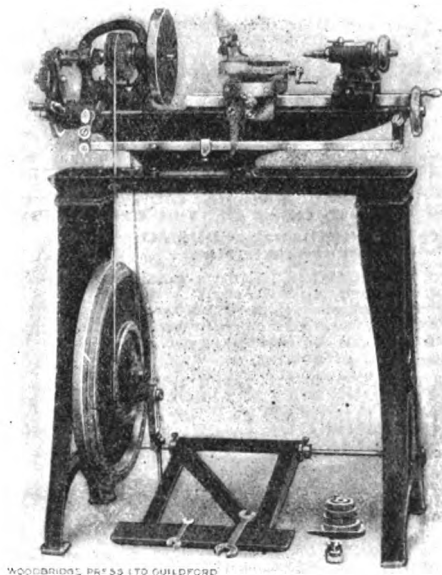
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Extract from Author's Preface.—At the request of several Masters and Mistresses, who have used the *Hints* with their classes, I have added an Appendix with easier examples. In them more French words are supplied, and more references are given to the rules which they illustrate. The method of pitfalls is rightly discredited, and it is generally allowed to be a more fruitful discipline to prevent a pupil from making blunders than to rap him over the knuckles for making them. Even with the references the happy-go-lucky boy and the cocksure boy will both be caught tripping.

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THE REFORM OF EDUCATION WITHOUT A ROYAL COMMISSION.

IT is with a sense of relief of something at last achieved that the *Times* reported Lord Crewe's announcement on the last day of June that the Government, in response to two memorials on the neglect of scientific teaching in our national system of education, had appointed a new Committee, composed mainly of scientific men, to deal with the question, and so assist the Prime Minister's Reconstruction Committee. It would work in close concert with the Minister of Education, and Lord Crewe himself would be chairman. We, too, welcome Lord Crewe's announcement, but for very different reasons from those of the *Times*. We have no expectation that the Committee will before the end of the year produce a "clear-cut scheme of reform," not even when goaded by the threat that unless this is forthcoming a storm of indignation will arise throughout the country, to be laid only by the immediate appointment of a Royal Commission.

We, too, as persistently as the *Times*, and for a far longer period, have urged the need of reform in our national system of education, but, in opposition to the *Times* and in common with the majority of teachers, we have maintained that this is not the time for a Royal Commission. Our educational mistakes, and still more our defects and shortcomings, are gross and palpable, and these have been brought home to us by the War, but it is not from ignorance that we are suffering. The essential facts are all before us, or can be easily ascertained by the Department. What we have hitherto lacked is a genuine faith in education, on the part not only of the Government but still more of the middle classes, as represented by the municipalities. As Mr. Henderson said, money is at the root of the matter. We have lacked the driving power, we will not put our hands in our

pockets. We believe, moreover, that we have laid a sound foundation, and that what is needed is superstructure, not revolution. Impartial critics tell us that the teaching of our primary schools is superior to that of Germany, but the elementary scholar in Germany has a year's more schooling than in England, and this year from thirteen to fourteen is all important. At the other end of the scale British Universities are still fewer in number than those of France or Germany, and the percentage of population frequenting them is comparatively less, but the number of Universities has during the last half-century automatically increased. In the case of Oxford and Cambridge, compulsory Greek is still a lion in the path, but the Universities themselves, at any rate the resident professors and teachers, have shown their readiness to reform, and there will be no difficulty in remodelling, wherever it is necessary, their constitution.

Between these two extremes lies a vast and ill-defined area, partly and imperfectly covered by what is known as secondary education. That there must be more and better organized secondary schools all are agreed; that there must be more provision for enabling the pick of our primary scholars to proceed to the University, that it must be made as easy for a boy of promise to specialize in science as it now is in classics or mathematics—all this is common ground, but two important points are commonly overlooked. First, that the remedy lies chiefly in the hands of the Board of Education. The Board now subsidize over eight hundred of our secondary schools, and can impose their own conditions as to curricula and entrance scholarships. Secondly, we must begin on the common basis of the humanities. The Eton boy, no less than the ploughboy, must begin by learning his mother tongue—to read and write and understand English, and this study must continue in the next stage, when specialization in science is begun. Lord Haldane, in his memorable speech in the House of Lords on July 12, spoke of secondary schools as the strongest point in German education and the weakest in our own, but he added that the grand defect of Germany is that it is wholly a class system—there is no provision for assisting the child of a German workman beyond the first rung of the educational ladder. He might have added that in England there is no such compelling power as in Germany—the menace of one or two years of barrack life for all who fail in the leaving examination. Very few, however, will wish to see this terror introduced in England.

We have touched merely the fringe of the subject, and said nothing of the training of teachers, of the co-ordination of examinations of technical institutions, and the encouragement of research. All we have attempted is to suggest how much, in the way of reorganization and development, the Board of Education can carry out without waiting for any Royal Commission. The Treasury is our true objective, and with such leaders as Lord Haldane, Mr. Henderson, and Dr. Sadler it will be carried by storm.

THE AUSTRALIAN SCHOOLGIRL.

By M. ATKINSON WILLIAMS, M.A. (London).

WE are hearing and seeing so much of our heroic Colonials in these days of stress and strain that some account of their sisters, by one who has had ample opportunity of knowing them, may be of interest.

The Australian schoolgirl, as I knew her *in statu pupillari* for some four and a half years, is, on the whole, a very charming and lovable young person, though she must not be judged by English standards. She lives in wider spaces, even when she is a city girl; she spends long holidays in the bush, passes all her available spare time in the open air, enjoys the sunshine even in the extreme summer heat, and lives under a

less conventional régime than would be possible in an old and largely urban country like England. All these things, and the different conditions which they imply, make for certain clearly marked characteristics in the rising generation. The most outstanding of these is a certain self-reliance and independence, a life more of action than of thought, for the Australian schoolgirl is not reflective, and has her own prejudices and traditions, to which she adheres as stoutly as the most conservative English public-school boy. But she knows how to take care of herself and, as a rule, how to act promptly and sensibly in any emergency. The large cities near the coast, such as the five capitals, have a number of very good boarding schools, and the proportion of boys and girls who attend them is surprising. Most of the pupils live in the country, many far away from even the small State schools dotted about the sparsely populated districts. The girls in such cases as these usually have a governess till they are twelve or thirteen years of age, and are then sent to a boarding school in a coastal town to continue their education. It is by no means always possible to provide an escort for such girls, and they travel alone many hundreds of miles by coach, train, and steamer, spending many days and even weeks on the journey. Such a girl would scorn the idea of being "put in charge of the guard," and generally has no difficulty in safely reaching her destination, having possibly changed from coach to train and from train to steamer, with a stay of some hours—sometimes nights—in a hotel.

One of my pupils, a girl of fifteen, whose home was some hundreds of miles away from the end of the railway line which ran from the coast to the interior of Queensland, may serve as a typical example. She left school for her mid-winter holiday in very wet weather; the monsoon had set in earlier than usual, and the so-called roads in the far west were impassable. On reaching the terminus of the railway, she found that the coach that would have gone within fifty miles of her home could not run. So she went to an inn in the little country town, stayed for a day or two, started with the coach, found the coach so "bogged" that she had to walk in the deep ruts of the track for miles, and, when the driver some days later gave up the attempt to go further, had to wait again at a wayside inn. The telephone and telegraph were out of order owing to the heavy rains, and she could not communicate with her parents. Finally, the parents sent an elder brother some eighty miles with a strong buggy, which managed to reach the township where the girl was "held up." She took a little over a fortnight to complete this journey, which normally took some four or five days, and her mother wrote to tell me that if she had sent her back to school the day she arrived, she would have been a week late. Her mother kept her a week and then sent her back to me, and she arrived some weeks after the beginning of the term, very calm and matter-of-fact over her adventures, and quite unconscious that she had done anything at all out of the common. Several girls in this same school came distances of 400, 800, and in one case 1,200 miles, without parent or other escort. Such girls do not go home for the short holidays, often only once a year for the long summer vacation.

When they have no friends living near, they are sent to the nearest seaside resort, often of a most primitive order, under the charge of a mistress. Small parties of girls enjoy this outing tremendously. Most of them are practised in household affairs; they look after their own rooms, set the tables, clear them and wash up, and do all the work of the house—even the cooking, when it is impossible, as is often the case, to get help. Of course, life is simpler than in a cold country. No fires are needed in Queensland save for cooking; one never sits indoors except in the rainy season, floors have no carpets, and the house and verandas need merely sweeping through. Picnics are frequent, and the girls cut their own sandwiches and pack the baskets. The boiling of the billy is an essential feature, and great care has to be taken, so parched and dry is everything, that a dangerous bush-fire is not started. These girls have a natural instinct for finding their way in the bush. I should

have been lost many a time if left to my own devices. On one occasion, while I rested below, they followed the rough, pebbly bed of a dried water-course for miles up hill and returned, having seen and avoided snakes, vipers, and a dead cow, which it was, of course, nobody's business to remove in these wild parts. They then tried to catch a native bear-cub, saw some wallabies, and brought back numerous botanical specimens. When we finally returned to the little town across the river in which the school was, they looked like a party of gipsies—ragged, torn, scratched, and smoke-begrimed. But a warm bath and change of dress soon put everything to rights.

It is strange to notice what hearty appetites most of these tropical schoolgirls have; they eat much more meat than English girls, and generally seem to require more solid food. My doctor friends warned me not to check their desire for meat, saying that the body needed to be sustained to fight against great heat just as against great cold, but I was never quite convinced.

One result of their open-air life is that Australian girls excel in sports. Tennis is played all the year round, even in the greatest heat, and is the favourite game. Netball is played about half the year, and in the summer the children are in and out of the water all day long. The girls swim extremely well, and inter-school contests in all the above games and sports are very keen.

Most Australian girls ride, and ride extremely well. The side-saddle is unknown, but a light habit over their ordinary dress makes an excellent rational costume. Day pupils often ride or drive long distances to school; they turn their horses out into the school paddock, and when school is over catch, saddle, and bridle the horse, or put it in the shafts of the buggy, and clatter off in happy parties of twos and threes. Most families who live in the towns have farms in the surrounding country, and week-ends or longer holidays are often spent there. Life in such cases is more or less of a picnic; the farm will have only a wooden frame house, with the minimum of furniture, and small camp beds placed on the verandas. All the work of the farm and house will be done by the boys and girls, and shooting parties are common, the girls often being very good shots, for the cockatoos play havoc with the crops and the farmers wage constant war on them. In many parts of the country pine-apple farms are very successful, and, as the work is not heavy, girls can give a helping hand.

It follows from all this that the Australian schoolgirl is not as "bookish" as her English cousin, and, with the exception of the precocious and often sadly over-worked "scholarship girls" from the State schools, the standard of attainment is not so high as in an English school of the same type. The Upper Sixth usually contains a few very clever scholarship girls, who will go on to the University, some for a medical course, some in preparation for teaching. The reputation of the school for scholastic attainment rests more on such girls than it should, while there is always a "sporting set" who maintain the school's reputation in athletics. This evil, not unknown in the Mother Country, will right itself in time.

Reading is at a discount. Who would read indoors at a temperature of anything between 80° and 110° Fahrenheit, with the river calling one to go boating, or the sea beguiling one to practise the latest acquired swimming stroke, or the bush tempting one to follow the merry laughing call of the beloved "Jack"? Just at the present stage of its development, Australia needs the girl who can "do things," and this lack of intellectual and literary effort has its compensations. The Australian girl prides herself on being able to "turn her hand to anything." She will wash and iron her white blouse in the morning, and put it on in the afternoon to play tennis. She will cook a meal for the unexpected traveller in a few minutes, mend the tank which shows signs of leaking, feed the horses and the live stock, and even use a hammer and nails effectively in an emergency. In fact, she has the defects of her qualities in this respect, and, like her brother, is too apt to put up with rough and ready arrange-

ments when there is no longer any need for them, on the plea that "it's good enough for us." The habit of sitting down to a meal without a tablecloth, allowing hundreds of empty tins to collect in the yard, leaving the gate hinge un-mended and the walls of the living-room merely boarded, is fatally easy in this hot climate, and one of the duties of the boarding schools is to encourage and develop a love of beauty, tidiness, order, and neatness for their own sake.

As in the United States, the Australian girl lives her own life, makes her own social engagements and her own friends, and there is a strange lack of parental control. This is to be deplored, not that harm comes to the girl, for she is generally quite capable of taking care of herself, and has an instinctive self-respect, but because it is always sad to see the bond between parent and child loosened, and the growing girl loses much of the wise and motherly counsel that she really needs. This independence is seen even in the nursery. A little girl in my kindergarten, for instance, in the morning circle talk, was much aggrieved because she had failed to persuade her mother to let her miss morning school to see the Labour Day procession. Another child commented on the absence, for the desired purpose, of a little boy of five, whereupon the first child remarked, with an absurdly comical air of worldly wisdom: "Oh yes, but Malcolm has such a very easy mother to manage." Another child was so disobedient and unruly at home that her mother, in despair, used to ring me up, with a request that I would tell her that she must obey her mother, and when, with difficulty, the child was coaxed and scolded into coming to the telephone to listen, there was usually no further difficulty, as my voice suggested, doubtless, the quiet, orderly controlled discipline of school.

Schoolgirls have usually far too much money to spend, and many are the devices they adopt to spend it. They are often permitted by their parents to buy what they need at one of the shops at which the parents have a running account, and much extravagance is the result in spite of the care of teachers. The system of unlimited credit is a bad one for adults; it is worse for children who live more in the present, and do not anticipate. Only the most stringent rules on the part of the school authorities can remedy the evil of extravagance, yet it is a mistake to forbid the older girls to shop except under strict surveillance, as they must learn how to order goods if they are going back to life on a far-away station, and they often do a surprising amount of shopping in town for their parents, who may not be able to get down to the coast. Then, too, many Australian girls marry quite young, and more in proportion marry than among English girls, as the sexes are more evenly distributed. The two years or so in a boarding school are often the prelude to an early marriage, and the sole opportunity of training the girl in careful, economical ways and discretion in shopping, particularly in the matter of dress.

Fortunes, though no longer made in millions, are still much more easily made and lost than in England; sheep farming and cattle rearing are still extremely profitable, and rises and falls of fortune among people of the uncultivated classes are quite common. The uncertainty of the seasons, the disastrous effects of a drought, or the failure of a mine to yield its usual output, with the sudden rise to wealth due to good rains or the successful working of a mine, make life in Australia much more of a gamble than people in England can realize. Partly as a consequence of this, partly from other causes, the Australian passion for gambling, betting, and games of chance is early developed, and raffling, lotteries, art unions, and other forms of gambling are common among quite young girls. One little boarder of mine received racing telegrams from her mother during examination week, while an older girl in the Sixth Form was taken by her mother to the local horse races as a birthday treat, with the express object of letting her make her first "book." She won half a sovereign and a pair of gloves, and came back to school triumphant.

Australian parents love their children, and are, generally speaking, anxious for their moral welfare, but there are

too many careless and indifferent parents, and the desire to give their children "a good time" is accountable for much of the lack of discipline in the home. In spite of some defects, the Australian schoolgirl is a healthy, wholesome type of girlhood, responsive and loyal, very warm-hearted and affectionate, and, above all, ready to make the best of things—to take life as it comes, and to face its trials courageously and cheerfully. She is a worthy sister of her indomitable and heroic brother.

JOTTINGS.

THE Governing body met at Eton College on July 17, and appointed the Rev. Cyril A. Alington to the Head Mastership, in succession to Dr. Lyttelton, whose resignation takes effect at Christmas. Mr. Alington is a son of the Rev. H. G. Alington, an ex-Inspector of Schools. He was educated at Marlborough, gained an open scholarship at Trinity College, Oxford, took Firsts in the two Classical Schools, and was elected Fellow of All Souls' in 1896. He served as an Assistant Master at Marlborough for three years and at Eton for nine years. Since 1908 he has held the Head Mastership of Shrewsbury, in succession to Mr. Moss. He married in 1904 a daughter of the late Lord Lyttelton and half-sister of Dr. Lyttelton. The candidates had been reduced to two, the second a member of the present Eton staff. Mr. Alington's success at Shrewsbury has been marked, and the school under him has grown both in numbers and in reputation. To the outside public he is known as a man of action more than as an authority on educational problems, and he cannot be judged by his rare and perfunctory publications. Parents have appreciated the lively interest he has shown in the individual welfare of pupils, in particular of the eighty odd boys in his own house. At the same meeting, Mr. F. A. Rawlins, Lower Master, was appointed Vice-Provost, in succession to Mr. F. Warre-Cornish, resigned. Mr. Rawlins was a Newcastle scholar of Eton, whence he passed to King's College, Cambridge, and was bracketed Senior Classic, and Chancellor's Medallist in 1874.

MR. CYRIL NORWOOD, Head Master of the Bristol Grammar School, has been elected to the Head Mastership of Marlborough College, in succession to the Rev. St. J. B. Wynne-Wilson. Mr. Norwood was educated at Merchant Taylors School and St. John's College, Oxford. He took a First in Classical Moderations and Greats, and the next year (1899) he was placed First in the Higher Civil Service Examination. After two years' service in the Admiralty he resigned, and served for two years as Sixth-form Master in the Leeds Grammar School, whence in 1906 he was elected to his present head mastership. It is remarkable that in a school founded originally for sons of the clergy, on the Council of which Church dignitaries form so important an element, a layman should, for the second time, have been chosen Head Master. It was a bold venture to throw up an assured position, with every prospect of advancement, for the uncertain chances of a public-school master. But Mr. Norwood found his true *métier*. By the new life he has put into an old school, he has endeared himself to the merchants of Bristol, and we wish him every success in the chair that has been graced by the name of Cotton, Bradley, Farrar, and Bell. We note that Mr. Norwood's name appears as taking part in the Conference of Modern Churchmen that meets at Oxford on August 21.

CAMBRIDGE LOCAL EXAMINATIONS.—The July Cambridge Local Examinations commenced on Monday, July 17, at 211 Centres in the United Kingdom and 10 Centres in the Colonies. The total number of candidates was 9,503. The Regulations for 1917 may be obtained from Mr. J. H. Flather, Syndicate Buildings, Cambridge.

ON July 22, at the Prince's Theatre, M. Jaques Dalcroze gave another of his lecture-demonstrations, the only London one of this season. This was probably the most impromptu demonstration M. Dalcroze has given in England, and it was specially interesting for that very reason. M. Dalcroze reached England only two days previously, so that there was little time for arrangement or practice. The children from the Home School, Highgate, did their

part well, if a little timidly. The four little Belgians came off with flying colours; they had more assurance than the English children and their movements were noticeably better. The students of the London school had an opportunity of showing their originality in the really beautiful plastic exercises of their own devising, which came at the end of the performance. M. Dalcroze's improvisation comes as an ever fresh delight and inspiration. It is as well to mention that the Dalcroze Society and the London Dalcroze School have no connexion other than that of furthering the same system.

ROLL OF HONOUR.—Captain W. J. Mason, Gloucestershire Regiment, Lecturer in Economics at Bristol University; Captain Freeman Atkey, Yorkshire Regiment, Assistant Master at Marlborough College; Captain B. S. Harvey, London Regiment, Assistant Master at St. Andrew's, Eastbourne; Captain H. M. Adcock, 10th Lancashire Fusiliers, Assistant Master at Bablake School, Coventry; Lieutenant R. O. Gilson, Suffolk Regiment, son of the Head Master of King Edward's High School, Birmingham; Lieutenant W. H. Milburn, Suffolk Regiment, Assistant Master at Framlingham College; Second Lieutenant J. M. Hunter, Wiltshire Regiment, Examiner at the Board of Education; Second Lieutenant F. W. Caton, R.E., Lecturer and Inspector under the Staffordshire Education Committee; Second Lieutenant A. G. Clarke, Rifle Brigade, Assistant Master at Royal Naval College, Osborne, and son of the Rev. A. E. Clarke, Head Master of Oxford Preparatory School; Captain R. S. Smylie, Royal Scots Fusiliers, Head Master of Sudbury Grammar School; Captain Guy Vickers, King's Royal Rifle Corps, Fellow and Lecturer of St. John's College, Oxford, Scholar of Winchester and New College, and Craven Fellow; Captain G. Watkin Smith, Rifle Brigade, Fellow and Tutor of New College School, Oxford, and University Lecturer in Zoology; Lieutenant E. E. Polack, Gloucester Regiment, son of the House Master of the Jewish House, Clifton; Second Lieutenant G. K. M. Butler, second son of the Master of Trinity College, Cambridge; Second Lieutenant A. T. Vardy, Warwickshire Regiment, Assistant Master at Highgate School, and son of the Rev. A. R. Vardy, late Head Master of King Edward's High School, Birmingham.

IN the announcement of open scholarships and exhibitions at Trinity College, Oxford (four in Classics and Modern History of £80 a year and one of £70), to be filled at the examination beginning on December 5, we note that there will be no limit of age for candidates who have been serving in any military capacity, provided they were under nineteen years of age on December 8, 1914, and in estimating their work the nature and length of such service will be taken into account.

THE University of Oxford has issued regulations and fees of School of Geography 1916-17. The school occupies the upper floor of the old Ashmolean building, but the office, library, and map collections at Acland House, 40 Broad Street. The Diploma in Geography (equivalent to two groups), or in Surveying (equivalent to one group) of the Final Pass School, is issued once a year on an examination held at end of summer term. The examination fee for diploma is £3. 10s., for certificate £1.

THE British Association meets this year at Newcastle-on-Tyne. The President for the year, Sir Arthur Evans, will deliver his address on September 8. The Chairman of the Education Section is the Rev. W. Temple, Rector of St. James's, Piccadilly, sometime Head Master of Repton.

AMONG the Civil List Pensions recently announced we note the names of Lady Murray (£170), a well deserved tribute to the first editor of the Oxford Dictionary; and Mr. Comyns Carr (£200), art critic and late editor of the *English Illustrated Magazine*.

AMONG the Birthday Honours of the year are the names of two famous publishers, both created baronets. Sir C. Arthur Pearson is the founder of *Pearson's Weekly*, and has lately distinguished himself by his untiring exertions on behalf of soldiers and sailors blinded in the War. Sir Algernon Stedman Methuen began his career as a preparatory-school master in the neighbourhood of Haslemere, and started the vast business, now a limited company, in 1889 under the name of Methuen. For the first year he continued his work as a schoolmaster and conducted the publishing business by means of a London office and clerks. At the last

General Election he contested unsuccessfully as a Liberal the Guildford Division of Surrey.

On July 9 *Lloyd's News* quoted as the longest telegram ever sent for sixpence the following, which won a prize in *The Journal of Education*, April 1888: "Administrator-General's counter-revolutionary intercommunications uncircumstantiated. Quartermaster-General's disproportionableness characteristically contradistinguished unconstitutionals' incomprehensibilities." The word "disproportionableness" was inadvertently omitted.

We regret to note the death of Miss Louisa Drewry, who has continued her teaching in English language and literature to the advanced age of eighty-one, and whose announcement of her professional work has appeared in *The Journal of Education* for over thirty-four years.

HARROW.—There was no Speech Day at Harrow this year. The Governors paid their annual statutory visit on June 29, when prizes were given before a select company consisting of the parents of prize winners.

REVIEWS AND MINOR NOTICES.

The National History of France: the Century of the Renaissance. By LOUIS BATIFFOL. Translated by ELSIE F. BUCKLEY. (7s. 6d. Heinemann.)

M. Batiffol's volume is the first instalment of a new History of France, *L'Histoire de France racontée à tous*, to be published under the editorship of M. Funck-Brentano, which is to present within the moderate compass of six volumes "a scientific exposition of the development of France from the period when it first became a homogeneous nation"—we quote from a delightful Introduction to the series by Mr. J. E. C. Bodley—down to its reconstruction by Napoleon. If the other volumes of the series are of equal merit with this, the whole will be a work which, while satisfying the demands of serious students by its scholarly and generally thoughtful presentment of French history, will appeal to all readers of cultivated taste by the brightness of its style. M. Batiffol's contribution is remarkable for its excellence in personal portraiture and in narrative. It contains a series of portraits, dealing alike with physical and moral characteristics, of a brilliancy noteworthy even in the work of a French historian, such, for example, as those of Francis I, Catherine de' Medici, Francis Duke of Guise, and Henry III. That of Francis I is perhaps too flattering, rather because it gives so much prominence to the showy side of his character than from any definite misrepresentation; the chivalrous monarch was intensely selfish; his honour was conventional and did not preclude faithlessness; he had no firmness of purpose; his alliance with the Turk was not merely shocking to the spirit of his age, it was a betrayal of the cause of western Europe, and the fate of Nice and its inhabitants who were sold into slavery casts a deep stain upon his memory. At the same time his encouragement of learned men, his two foundations for the promotion of learning, the royal library and the Collège de France, his love of stately architecture and of beauty and splendour of all kinds were, as we are reminded here, of the highest value in the development of French taste. In these things, however, he did not create, but rather took part in, a movement of which he is to be regarded only as a leader in virtue of the means at his disposal.

M. Batiffol, in opposition to the historians who describe Henry II as a mere shadow of a king, reflecting the will now of the Constable Montmorency and now of the Guises, maintains that he was a man of lucid intellect, independent judgment, and firm purpose. He shows, we think, good reason for his contention; but Henry's taciturn temperament, and his habit of taking counsel with only three or four exalted persons in whom he had full confidence, make it difficult to be sure how far his decisions were his own. In his domestic life he was guided by his elderly mistress, Diana of Poitiers, who

vaunted her power over him in the medal inscribed "Omnium victorem vici"; "owing to her influence," we are told, "Henry was an affectionate and considerate husband," which is certainly going far, and much farther, than his Queen, Catherine de' Medici, would have admitted, for she hated her brilliant rival. Of Catherine herself and her policy we have an altogether admirable appreciation, and it would be hard to find an account at once so interesting and so scholarly as that we have here of the spread of Protestantism, the attitude of its leaders towards the Crown and towards the adherents of the old faith, and the course of the wars of religion. The narrative of the events immediately preceding the massacre of St. Bartholomew makes it clear that the crime was unpremeditated: it was the effect of fear. Catherine and her counsellors, agitated by the threats of the Huguenots who had crowded to Paris, were reduced to a state of extreme terror by the story of a formidable conspiracy, and contemplated the assassination of a few of the Huguenot leaders; no precaution was taken to confine their crime to the limits which they would have set to it, and "anarchy reigned, bloodthirsty and destructive." Among the many picturesque bits of narrative in this volume none surpasses that which describes the planning and execution of the assassination of the Duke of Guise in the Château of Blois.

An important feature in M. Batiffol's book is his account of the French Renaissance in literature and art. He divides the movement into two periods at the middle of the century. During the first he considers it as tentative and empirical—a revolt from the medieval fetters which had hitherto prevented the free development of French genius. In literature it found exponents in Budé and Lefèvre of Etaples, Marot, Rabelais, and Margaret of Navarre; in architecture, a subject to which our author devotes many pages, it was expressed in the earlier steps in the abandonment of the fortress for the pleasant dwelling-house, and he points out how the fifteenth-century castle left its mark on such buildings as the châteaux of Blois of Louis XII, Amboise, and Chambord, essentially belonging to the French Gothic, though possibly influenced to some extent by early communication with Italy. In the second period Italian influence is known to have been strong. In literature it appears in classicism, and in the elaboration of French as a literary language with recognized rules of prosody and syntax. A fruitful harvest was gathered during the latter half of the century in the output of poets, the *Pléiade* and others, the translations of Amyot, the essays of Montaigne, and the works of publicists and many more. The French tradition in architecture was carried a stage further in buildings which combined with nobility elegance and a perfect harmony between details and the general lines of construction. Among these M. Batiffol awards the highest place to the Louvre, and notices with it the Château of Ancy-le-Franc, which he considers was probably also the work of Lescot; the Tuileries, built for Catherine de' Medici; and the exquisite Chenonceaux, built for Diana of Poitiers. The progress of the lesser arts is also sufficiently noted. In the course of a general review of French society during the century we have a pleasant picture of the life of those nobles who avoided the Court and dwelt among their own people, based on the *Diary* of the Sieur de Gouberville, lord of a village in the Cotentin, and of the character and condition of the commonalty.

The omission to record the beginnings of French colonization is to be regretted, for M. Batiffol's period saw the ill-fated Huguenot emigrations under Villegagnon to Rio Janeiro and under Ribault and Laudonnière to Florida. The early French adventures in northern America under Jacques Cartier and Champlain receive a bare notice, and may perhaps be left to be more worthily honoured by the author of the next volume. In two instances we venture to think M. Batiffol's treatment is somewhat superficial. The foreign policy of Henry VIII is more than once treated with undue and seemingly inconsiderate contempt, and the stress laid on the rivalry between Francis I and Charles V for the imperial crown, and the remark that it was the beginning of a "drama" disguise the fact that it began nothing new, except so far as the two monarchs were personally con-

cerned, and was simply an incident of no great consequence in the long struggle between France and Spain. M. Batiffol, however, does note that the conflict between Francis and Charles was inevitable, and rightly connects it with the struggle for Burgundy and other causes of quarrel in the past. In the case of a book so generally satisfactory, fault-finding is ungracious as well as difficult, and we prefer to end what we have to say about it by calling attention to its thorough explanation of the complicated system of judicial and fiscal administration in force under the later Valois Kings. To each of the chapters is appended an excellent bibliographical note citing sources and secondary authorities. The translator deserves a word of praise, for she has done her work well and has preserved much of the vivacity of M. Batiffol's writing.

The Foundations of Normal and Abnormal Psychology.

By BORIS SIDIS. (7s. 6d. net. Duckworth.)

It is natural in a book that professes to deal with the foundations of psychology to look for a definition that will fit in to all the legitimate applications of the science. Of the two great groups of psychologists—those who regard their science as concerned mainly with consciousness and those who limit it to an investigation of behaviour—this work leans to the consciousness school, which was to be expected from an author who is a practising physician. The actual definition he adopts runs: "Psychology is the science of psychic states, both as to content and form, regarded from an objective standpoint and brought in relation to the living corporeal individual." The adjective *psychic* here rather begs the question of definition, but the reader cannot complain that the volume, as a whole, does not go into sufficient detail in respect of fundamentals. Dr. Sidis has a decided bias towards the physical, and does his best to work up a rational connexion between the physical and the psychical. He is no more and no less successful than others in his attempt to bridge the gulf, but he is entitled to much credit for the sustained effort he makes to introduce symmetry and consistency in elaboration of his system. His parallelisms are not always very helpful, but they are usually interesting—as, for example, his comparison of the general plan of the structure of the percept with that of the cell. His physical bias, however, sometimes leads him to generalizations on the psychical side that most critics will regard as at least rash. What would Mr. Sturt, for example, say to the italicized generalization—*Not purpose, but chance, is at the heart of mental life*? Occasionally, too, he adopts a sort of passing descriptive definition that does not tend to clearness—as, for example, when he says "the self being understood by me as a *diffused consciousness*."

The core of the book is to be found in its author's theory of what he calls the "moment consciousness." By this he understands the synthetic unity of consciousness resulting from the grouping of a series of psychic events so that they exist no longer as a mere series, but as an element, in an organic whole of which they form an essential part. There is nothing strikingly new in this conception. The Hegelians have spent a good deal of time in working out the problem of the series existing in and for an organism in which it finds its meaning and the justification for its existence. But Dr. Sidis works out the idea on psychological rather than metaphysical lines, and one cannot avoid comparing the moment consciousness to similar conceptions such as *apperception masses* and *continua*. On certain points, however, Dr. Sidis elaborates the idea in such a way as to make it of greater practical value. This is particularly true of his development of the influence of the leading central experience in determining the functioning of "moments consciousness."

Again, in his hierarchy of the differing grades of organization of various types of moments consciousness, he provides a conception that is of great value to the practical teacher, though our author makes no claims to be of practical service to anyone, and indeed takes a good deal of trouble to damp any expectations of practical help from psychological investi-

gations. Readers of this journal will not be attracted to this book if they agree with its author's repudiation of "applied" psychology. But they may be reassured. No teacher can read the book without making applications for himself all the way along. It is true that the abnormal bulks more largely than would seem desirable for a reader whose life work is with normal healthy children. But our author is at pains to make us realize the falsehood of the statement that "we learn but little from the abnormal, for first of all comes the normal." He assures us that "the progress of science is not from the normal to the abnormal, but the very reverse, from the abnormal to the normal."

The proof reading has been careless. There is a list of errata at the beginning, but this might be greatly extended. The reader cannot fail to detect traces of haste. But the book is bright, vigorous, provocative, stimulating. It presents matters from a standpoint that is not familiar to the teacher, and for that reason, among others, it is to be recommended to the profession.

A Literary Middle English Reader. Edited by

A. S. COOK. (8s. 6d. net. Ginn.)

It is surprising to find what small acquaintance with our earlier literature exists among the cultivated reading classes; readers of Chaucer are not common: those of *Piers Plowman* and of *Beowulf* are rare; we do not remember meeting with anyone, not professionally connected with the study of literature, who had read anything else in Old or Middle English, except for purposes of examination. This is an unsatisfactory state of things in regard to a literature at least as rich in early monuments as that of any other modern language, and the cause of it probably lies in the fact that hitherto very little effort has been made to guide the general reader to our earlier writers. The editions in which they are accessible, with one or two exceptions, are expensive or intended only for students, while the books of selections have all been compiled exclusively for philological work. The general reader, in fact, has received little inducement to find out what our earlier literature has to offer him. In regard to Old English, it is true, his interests have not been entirely neglected. In 1902 Prof. Cook and Mr. Tinker of Yale University brought out a capital anthology of Old English poetry done into Modern English. This volume was followed in 1907 by an equally good selection of Old English prose; both of these deserve to be better known than they seem to be.

In *A Literary Middle English Reader*, Prof. Cook renders Middle English Literature a service as useful and important as he and Mr. Tinker have done to Old English, and has produced a most interesting anthology of English prose and poetry from 1100 to 1500 "not in the interest of grammar, or of dialectical study, or of lexicography, but of literary enjoyment and profit."

The first part of the General Introduction discusses briefly the main characteristics of medieval European Literature; the second gives a clear and compact sketch of the language during the period covered by the *Reader*; while in the third we have a good bibliography.

Every branch of literature—romances, tales, chronicles, travels, religious and didactic pieces, life and manners, translations, lyrics and ballads, plays—is represented, and the selections have been made with excellent taste and discrimination. The extracts are given in the original language, which linguistic difficulties made impossible in the case of the Old English volumes, and at the foot of each page adequate explanations are given for overcoming any obstacles the reader may encounter. Every extract is introduced by a short account of its author (when he is known), its literary qualities and the MS. or book in which it is found. All the chief Middle English works are represented, except *The Moral Ode*, for which, we think, place should have been found.

The book seems to us to fulfil admirably the purpose for which it was made, and the man is little to be envied who turns to it and comes away disappointed. As a textbook for students of language and literature it should be found highly

suitable for the wide range and great variety of its contents, though its value in this respect would be greatly increased by the addition of a scientific glossary. To the general reader and student alike the book can be unreservedly recommended.

Methods of Teaching in High Schools. By S. C. PARKER. (6s. net. Ginn.)

The number of books on education by American Professors is really becoming alarming, especially for the Americans themselves. For it means that the would-be teacher has to grapple with an ever increasing number of textbooks on education in order to pass his examinations successfully, and this is by no means a desirable state of affairs.

Prof. Parker's work is intended for students, and contains bibliographies at the end of each chapter which will certainly be useful, but would be far more useful if the lists had been greatly curtailed. It is undoubtedly excellent for the young teacher to study the work of educationists, but he needs guidance and selection, and to give twenty-three books referring to one subordinate subject does not seem very helpful!

The author has had great experience as a teacher and a lecturer, and has enjoyed the advantage of training under some of the most distinguished American educationists and psychologists. He therefore comes to his work with a full mind and a ripe judgement, and much that he has to say is particularly suggestive and practical. The arrangement of the volume is admirable, and the method adapted from Herbart of setting before the student "the field of ideas wherein their work is to be done," by printing at the beginning of each chapter the main points, has certainly much to recommend it. Of the treatment of the subject-matter it is difficult to speak with unqualified praise.

Although Prof. Parker expressly states in the first chapter that his object in writing the book is "to introduce students to a study of the principles which underlie instruction in high school subjects," he ranges over such a vast field of operations that in the mass of details which he presents, showing, it must be willingly admitted, a most minute and careful study of every aspect of American secondary education, these very principles are apt to be lost sight of. The volume is eminently practical, notably the chapter dealing with "Economy in classroom management," and much of it is based on sound psychology, but it somehow lacks that fine flavour of "humane learning" which makes the writings of the older educationists so profoundly interesting and so perennially valuable. Chapter XIII on "The Influence of Age on Learning" calls for particular notice, as Prof. Parker runs counter to the generally accepted view and maintains that in learning a foreign language the later years of school life are as effective as the earlier period. He upholds this view on the basis of experimental investigations, and, apart from this, would in any case defer the study of a foreign language "until the probabilities become large that the students who begin it will eventually use it as a practical tool." But is not this to lose sight of the value of the learning of a language as a means of training and of culture? Education in England has suffered in the past from an idealism which divorced the school from the world. In America there is a danger lest insistence on the practical value of education may lead teachers and professors to forget that man cannot live by bread alone. Yet, in spite of these strictures, Prof. Parker's volume is certainly to be recommended to young teachers, who will find it suggestive and helpful in the days of their apprenticeship to the most difficult and the most delicate of all the arts.

Essays for Boys and Girls: A First Guide toward the Study of the War. By STEPHEN PAGET. (5s. net. Macmillan.)

Published in November of last year, these essays would have been interesting and profitable reading for the boys and girls in their Christmas holidays. We wonder whether at that

time any of them would have wished that the author had suggested some thoughts on the Peace that is to follow after the War. To us his neglect of what is to come out of the War seems a little strange; it is disappointing that a book for the young should end with a chapter called "Looking back." Mr. Paget says to the boys and girls: "This is your War, it is for you, you will enter into all that it achieves and inherit all that it earns"; and he says this makes it necessary that they should study it. So it does, but that is not enough; they should be led still more to think of its *effects*—what possibilities there are of permanent peace, reconstruction, reform, both at home and on the Continent; what is meant when people say "war to end war," "war to put down militarism," &c., what we can do to maintain the ideals for which we are fighting. We should like Mr. Paget to have told his readers to study Lowes Dickinson's essay called "After the War." But let us be grateful for what Mr. Paget gives us; perhaps he will publish another volume to help young people to form reasoned views on these important matters. Mr. Paget tells us that a hundred years ago France was as overweening as Germany is now (page 55), that "ill-judged opinions" were entertained about the French (page 68), that Nelson said, "Hate every Frenchman as you would hate the devil" (page 59). "History repeats itself," he says, but he does not in this chapter draw any moral or suggest how such repetition and such ill-judged opinions can be guarded against.

In the chapter on Germany (especially page 124) we find the kind of suggestion we need. "To understand the German you must understand patriotism. We are ready enough to admire it in ourselves; we must be able to recognize it in the enemies of our country. As between persons, so between nations, nothing is gained by mere abuse and hatred, without insight or judgment." We should like more of these suggestive passages; they have far more value than the references to current events which inevitably lose point as soon as the moment is passed (e.g. page 159, with reference to the Dardanelles, "the final success has not yet come"). We could also well spare the fanciful note (page 160) on the "prophetic" nature of Shakespeare's plays, especially *Macbeth*.

It is pointed out (pages 28 f.) how many wastrels, idlers, and so on, have been made into men by the discipline of the army and navy; how many good soldiers find satisfaction in their duty; what a good effect the War is having on us as a nation. We feel that this is a dangerous line of thought: as if the unspeakable suffering of so many persons, both combatant and non-combatant, had to be the price of improvement in the rest of a nation. How splendid it would be if half the trouble and one-tenth of the money that is spent in war-time in making men fit for the trenches were expended in peace-time on making them really healthy and happy, so that they might *live* instead of dying for their country.

We hope that many boys and girls will read these essays; Mr. Paget writes simply and with feeling, avoiding prejudice and exaggeration (perhaps occasionally he is rather too colloquial: phrases like "full up" are beneath the dignity of his subject), and there is much to interest and enlighten, not only young people, but also their elders.

Hilaire Belloc. By C. CREIGHTON MANDELL and EDWARD SHANKS. With an Introduction by G. K. CHESTERTON. (2s. 6d. net. Methuen.)

Perhaps the best thing in this volume is the Introduction, both for what it says and what it omits to say. It goes back to the days when Mr. Chesterton and Mr. Belloc were both writing for the *Speaker*, and belonged to that isolated group nicknamed the "pro-Boers," and it contrasts the French sobriety of Belloc with the English extravagance of Cobbett, his great "forerunner" and the sworn foe of Whiggery. But it dismisses what Mr. Chesterton calls "the most real thing about Belloc, the religion," as a subject foreign to the purpose of the volume. As two of the chapters deal expressly with Belloc as an historian, this limitation appears to us fantastic. Nor have the authors strictly observed this reticence. Belloc is contrasted with Freeman and Froude.

Lingard is pronounced "one of the best historians of the English nation," and Lord Acton, who appears as "poor Acton, whose smug Whig bias is apparent to the stupidest," was nourished on Lutheran learning. The *Cambridge Modern History*, "sixteen volumes of unbelievable dimensions," has not one living character, or one paragraph, of exhilarating prose. This to show that Mr. Belloc's method is livelier than that of an historical cyclopædia.

The conclusion of the authors is that Mr. Belloc has already reached the heights for which society is striving, the fixed morality and dogmatic religion for which the world is in search. We read history differently; do not believe that every good and perfect thing comes from France, and hold that he who would read the signs of the times must look rather to America, which, in spite of all its abuses and shortcomings, is showing us that an unmixed democracy need not be an unmixed evil, and that Imperialism, of which we hear scarce a word in this volume, need not be the accursed thing against which Mr. Belloc raised his voice in his youth.

For Mr. Belloc as a war correspondent and an interpreter of military affairs to the public, we have the sincerest admiration, and still more for Mr. Belloc as the pilgrim, the lover of English scenery and English country life; yet we should hesitate to pronounce him "without hesitation the best writer of English prose since Dryden," or even as among writers for the press "unchallengeably supreme." We may doubt the ability of a writer to pronounce a judgment when he excuses himself for not saying more of style, in such sentences as "enough will be said up and down this book, and going about in the chapters of it, of that lucidity which is an author's peculiar merit," and "Mr. Belloc does not experience difficulties with his relative pronouns or bog himself in a mess of parentheses."

Modern Europe, 1789-1914. By SYDNEY HERBERT.
(2s. 6d. Macmillan.)

This is a little book which it is a pleasure to recommend to our readers. It is not a school book, though the highest forms in secondary schools might use it with advantage. It deserves, and we think will receive, a welcome from many whose engagements prevent them from studying larger books on the history of Europe since the outbreak of the French Revolution. They will find it recorded here, briefly indeed but, if the size of the volume is allowed for, with remarkable completeness. Mr. Herbert deals with it as a whole, noting the events which bear on the relations of States one towards another and showing how these events affected domestic development. He is not a mere chronicler of facts; he sees and points out their causes and effects. And his book is eminently readable, for though the period he covers is long compared with the number of his pages he is never overwhelmed by his subject; he avoids unnecessary details, and his style of writing is straightforward and easy. In his last two chapters on European diplomacy since the Treaty of Berlin 1878 to the present time, he does not attempt to give more than an outline of events, for, as he says in his preface, we must wait until we know more of the causes of the present War if we would understand the forces which during the last thirty-five years have contributed to mould the history of Europe.

On two points only we should like to see a slight emendation. The causes of the quarrel between Napoleon and Alexander of Russia in 1811 do not seem to us adequately stated, for though Mr. Herbert is, of course, right in attributing it chiefly to the attitude of Russia with respect to the Continental system, Napoleon's policy towards Poland and his annexation of the Duchy of Oldenburg should also have been mentioned. And in declaring that Denmark committed "a palpable breach of treaty rights" in 1863 by the law giving a common constitution to Denmark and Schleswig, he seems to confuse the Conventions of 1851-52 with the Treaty of London of May 8, 1852. While it is true that in 1863 Denmark set aside the constitutional decree which doubtless moved Austria and Prussia (though not the Bund)

to assent to the treaty, the breach of the treaty seems to us to lie on the other side. But the question of the Duchies is a difficult one and cannot be treated satisfactorily in a small space, and we would only warn our readers that the view of it which Mr. Herbert seems to take should not be accepted without a careful study of what has been written on the other side. Perhaps his use of "Frederick III" for Frederick VII of Denmark and of "Augustenberg" for Augustenburg may suggest that he has not made himself familiar with this question, though these slips may be only ordinary misprints, to which we are all liable.

Education, Science, and the Humanities. By A. W. PICKARD-CAMBRIDGE. (1s. net. Oxford: Blackwell.)

This criticism on the Manifesto of the "Committee on the Neglect of Science," is by a classical tutor of Balliol, who has for over twenty years taken a leading part in the work and deliberations of the Joint Examination Board. He is no extremist and agrees with the man of science that reforms are urgently needed, but he mentions that in higher education classics, *i.e.* ancient literature and history, must still retain its prerogative, while, by limiting the amount of composition required and curbing the extravagance of specialists, time may be found for insisting on a modicum of science and also of modern history from all pupils. The main lion in the path he finds in the Oxford and Cambridge scholarship system, apparently constructed on the assumption that the candidates are going to be specialists in a particular subject all their lives. He justly complains that the Committee has not attempted to produce any plan for the teaching of science to boys from the ages of eleven to nineteen and has made no allusion to the gross neglect of humane studies by mathematical and scientific specialists. We welcome such a temperate and reasonable contribution to the controversy, but we must point out that Mr. Pickard-Cambridge touches only the fringe of the question and says nothing of the mass of our secondary boys and girls who leave school at the age of sixteen or under.

Commencement Days. A Book for Graduates. By WASHINGTON GLADDEN. (5s. 6d. net. Macmillan.)

Dr. Gladden has known two generations of college and University graduates, has been in the habit of addressing them at Commencement and in Baccalaureate Sermons, and is able to say that the call to highest things is the one to which young people respond most readily. This book proves that they have not been flattered, but have heard some very plain speech. Its eleven chapters are all good, but perhaps the most arresting is the one on "Short Cuts." The man who makes haste to be rich is the man who does not tender to society a fair equivalent for what he receives—he has withheld the reward from labour one way or another. Those who value their soul will avoid short cuts. The closing words of the chapter are worth quoting: "To the world that gives you life, you owe love and service. Don't die in debt. Freely ye have received; freely give." In an earlier chapter Dr. Gladden quotes an amusing conversation he had with a farmer at the close of his own college course: "Goin' to school any more?" "Not just yet."—"What are you goin' to do now?" "I expect to work awhile."—"Work, eh? What are you goin' to work at?" "I think I shall teach school."—"Laws! Ye don't call that work, do ye?"

The Practical Conduct of Play. By HENRY S. CURTIS.
(Macmillan.)

This volume, part of "The Home and School Series," will be found of use by teachers and others whose work it is to organize play, and for whom a knowledge of what is being done in playgrounds, play centres, and the like is essential. As it is written by an American, and, we presume, primarily intended for Americans, many of the phenomena and characteristics to which Mr. Curtis refers will have little or no significance for the English reader, to whom, moreover, many of the ideas will seem odd and, in some instances, almost absurd. For the kindergarten teacher to be set down to make out an "authoritative curriculum of games for older children" from "Cat and Mouse," "Slap Jack," "Pull Away," &c., seems almost an unnecessary concession to the prevailing craze of the moment, though, no doubt, were the task approached in a serious and scientific spirit, it might yield interesting results. It is a question that we are fully entitled to raise whether all this theory and system of play do not destroy the most valuable factor in all play—namely, its spontaneity—and whether the gain in other directions is a sufficient compensation. This opens up a wide field for controversy, whereas this volume sets out to be nothing more than a practical handbook in which every conceivable game, form of recreation, play movement, and the

like are described in detail with a wealth of examples and illustrations.

Play in Education. By JOSEPH LEE. (Macmillan.)

This singularly interesting and valuable book, though largely concerned with American institutions and phenomena, ought to be in the hands of every teacher, parent, and educational official in this country, and recommended for careful and earnest study. For the writer, Mr. Joseph Lee has not only an original and sympathetic power of observation, but he possesses what is even more rare—the capacity to view and weigh and comprehend boyhood from its own centre. Consequently he avoids the pitfall that too often characterizes the pedagogical attitude of abstract theory and generalization uncorrected by experience, and, on the other hand, that of the parent or teacher who generalizes from limited personal experiences. Mr. Lee brings to his interesting work profound knowledge of boys, a sympathy of interpretation that almost amounts to genius, a breadth and clearness of vision that enable him to apprehend a truth so often forgotten by educationists—that boyhood is a period complete and purposed in itself, not merely a preparation for what follows—and, perhaps most fruitful of all, that Shakespearean quality of genial humour. Armed and endowed thus richly, Mr. Lee makes the greatest use of his knowledge and experience in interpreting and illumining the strange, partly complex, partly naive thoughts, instincts, sentiments, and activities of male and female, but more especially male, youth. His epigrams alone are worth study and reflection, and many of them are a mint of wisdom—as, for instance, "There is hardly anything the child hears or encounters outside of a school that does not interest him"; "Sir Lancelot rides forth every day upon our City streets, and next morning the judge says 'Twenty days.'"

"Handbooks on the Art of Teaching."—*On the Teaching of Latin.* By F. R. DALE. (1s. net. Constable.)

Mr. Dale writes from the standpoint of the practical teacher who believes in the value of Latin even if the methods used do not embody all the suggestions of the most advanced reformers. His little book will appeal to many who feel that they cannot adopt the Direct Method, and yet do not wish to be open to the reproaches of those critics who say that all, or nearly all, the time spent on Latin is wasted. Mr. Dale puts very sensibly the arguments for reform in pronunciation and other matters advocated by the Classical Association and the Association for the Reform of Latin Teaching. At the same time he recognizes the value of the ordinary construe and exercise in turning English into Latin. Teachers should find the book very useful; especially interesting are the last two chapters, the last dealing with "Later Stages." We could wish the book were written in better English, but its weakness in this respect is no doubt due to the circumstances in which it was composed (see preface).

Silva Latina: a Latin Reading Book. Chosen and arranged by J. D. DUFF. (2s. 6d. net. Cambridge University Press.)

This consists of extracts from the best known Latin authors, with very brief introductory headings and notes and a vocabulary. It would be suitable for use in third- and fourth-year Latin classes as an "extra" side by side with the books chosen for the year's work. The pieces could also be used for practice in unseen translation. They are chosen for their interest and excellence, and "no passage has been included that presents any serious difficulty in language or matter."

Rome and her Kings. By W. D. LOWE and C. E. FREEMAN. (1s. 6d. Clarendon Press.)

This is another of the "Oxford Elementary Readers" edited by Mr. Lowe. It contains useful, interesting reading matter based on Livy's *History*, with notes, vocabularies, and exercises for translation into Latin; also a map of Central Italy and a plan of Rome. It is one of a useful series—the exercises form a convenient introduction to syntax. Is there any authority for *ceter* (page 64) as the nominative singular of *ceteri*?

Verse Translations from Classical Authors. By C. E. F. STARKEY. New and Revised Edition, 1915. (Hove: Cambridge.)

It is twenty years since the first edition of these *Translations* by an Oxford master, made for the use of his more advanced pupils, was published, and they have since been emended, curtailed, and added to. He still considers Milton's version of the *Ode to Pyrrha* the nadir of translation, and has since come to look on Prof. Murray's Greek plays as the translator's unattainable ideal. To us "plain in thy neatness" seems nearer to Horace than Mr. Starkey's "Nature and art in you are well combined." Horace occupies half the volume, and, ingenious as are many of the translations, Mr. Starkey has yet to learn that metre matters. Thus, no version in the C.M. of the hymn book could hope to reproduce the first chorus of the *Oedipus Tyrannus*.

Nationality as a Factor in Modern History. By J. HOLLAND ROSE, Litt.D. (4s. 6d. Rivingtons.)

Everything that Dr. Holland Rose writes merits and will receive attention. The present volume consists of ten lectures, the first eight delivered at Cambridge in the Michaelmas term of 1915, and the remaining two given at the end of the year to the Historical Association in Birmingham and Bristol. Dr. Rose limits his subject and employs a terminology of his own, which his readers must accept before they can appreciate his argument. "Nationality" is an aspiration towards united national existence, and "Nationalism" is used for *corruptio optimi*, "the intolerant and aggressive instinct which has of late developed in Germany and the Balkan States." It is only since the French Revolution that Dr. Rose can discover any signs of Nationality as a conscious and definite movement. Nationality is a spiritual conception that cannot be exactly defined; it is "the apotheosis of family feeling . . . a union of hearts, once made, never unmade"; independent of race, of language, of State or form of government, and still more of religion. The treatment is strictly historical, and history is almost completely divorced from its sister subject, "Geography." There is a masterly sketch of Europe from the age of Dante and Chaucer, and full justice is done to Rousseau, to Schiller as the author of "Wilhelm Tell," and in particular to Mazzini as realizing, at least in conception, the ideal of nationality. We cannot help regretting the method that Dr. Rose has pursued, and regarding his demarcation of history before and after the French Revolution as forced and unnatural. Nationality may more justly be regarded as a development and enlargement of Patriotism. It may be traced to the city states of Greece who fought at Salamis and Marathon. We find it in what might pass for a glorification of the British Empire, Claudian's *Apostrophe to Rome* at the end of the fourth century, A.D., *Haec est in gremio victos quae sola recepit*.

Democracy and Military Service. An abbreviated translation of the *Armée Nouvelle* of JEAN JAURÈS. (1s. Simpkin, Marshall.)

To most English readers the name of Jaurès is known only as the great Socialist statesman assassinated by a fanatical patriot as a pro-German on the eve of the Great War. This book, planned in 1907 and first published at the end of 1910, gives a broader and truer view of the Democrat, and we are grateful to the editor for presenting it to us in an abridged form, partly a translation and partly a *précis*. Mr. G. G. Coulton first made his mark as the bold assailant of classical head masters in *Public Schools and Public Needs*, and here he vindicates his attitude as a lifelong Liberal in commending universal service, not necessarily on the French model, but on the lines of the Swiss army, which are in the main those proposed by Jaurès in his Army Reorganization Bill of 1910. We will quote Clause 5, the one that most concerns us. "Preparatory for boys from ten to twenty. This education will be more than a mere anticipation of military drill and manoeuvres. It will be, above all, an education in health and activity, by gymnastics, marchings, rhythmical drill, games of skill and swiftness, and musketry drill." To such a measure of conscription, *mutatis mutandis*, we should take no exception. The object that Jaurès proposed was to make France an armed nation keeping its goods in peace; a democracy, keeping in its own hands the conduct of foreign as well as of domestic affairs, armed strictly for defence and not, like Germany, to be trained for aggression and plunged into war at the bidding of a military despotism. How an international tribunal is to be set up that shall enforce arbitration before the declaration of war is declared is a question beyond our scope, and all we can here say is that Jaurès's views are well worth perpending, even if we differ from his conclusions.

Ancient Civilization: a Textbook for Secondary Schools.

By ROSCOE L. ASHLEY. (5s. Macmillan.)

This volume strikes us as rather too heavy for school use; it contains much information and is profusely illustrated. In the earlier part the treatment is slight. An account of the civilization of the whole of what is here called "The Near East" of the Egyptians, Assyrians, and Babylonians, with some notice of the Phoenicians, is attempted in two chapters, and the student may perhaps find them confusing and difficult to remember. We are not inclined to agree with Mr. Ashley's teaching as to the seven-storied temples in the "Tigris-Euphrates" valley, supported as it is by a small engraving of what seems to be a restoration of the tower in Sargon's palace at Khorsabad. This is, we believe, the only building of the kind of which enough remains to tell us what it was. It may very likely represent a class, but it appears to be a solid mass without any chamber, and can scarcely be taken as a typical Assyrian temple. In dealing with Greek and Roman civilization, Mr. Ashley gives little space to Greek art and Latin literature. We are told that Greek temples resembled those of the Egyptians in that they are surrounded with columns; but an

Egyptian temple is not so surrounded—its exterior is bare, its columns are all inside. He ascribes to Cleisthenes the admission of all adult male Athenians to full political rights. Cleisthenes recognized the exclusion from office of the poor, the fourth class in the Solonian constitution. The legal distinction between rich and poor was abolished by the legislation attributed to Aristides. It is a pity that writers of textbooks of this sort try to cover too much ground in their volumes; it leads them to feed their readers with such unsatisfying morsels as "*Horace* was famous for his *Odes* and other shorter poems." Shorter than what?

Our Eternity. By MAURICE MAETERLINCK. Translated by ALEXANDER TEIXEIRA DE MATTOS. (5s. net. Methuen.)

This is an extraordinarily fascinating volume containing a series of brilliantly written essays which discuss death and the possibility (in some way) of man's survival of it. The themes debated are such as the following:—"Our injustice to death," "annihilation," "the survival of our consciousness," "the theosophical hypothesis," "communications with the dead," "cross correspondence," "re-incarnation." The author airily dismisses the Christian view of the continuance of personality, and tentatively adopts "the hypothesis of a cosmic consciousness or of a modified consciousness," whatever that may mean. The volume is interesting and suggestive, and there is some good criticism, but there are gaps in the argument, and it cannot be regarded as a serious scientific treatise. But it contains some very fine writing, which is set forth in a perfectly admirable translation.

"Cambridge Bible."—*St. Mark.* Edited by the Rev. A. PLUMMER, M.A., D.D. (2s. net.)

Whatever comes from Dr. Plummer's pen is sure to be learned and thorough, and the present edition of *St. Mark* is no exception. It will be welcomed as a trustworthy and satisfactory edition for use in more advanced class teaching. There is a good introduction, and the text of the Authorized Version is furnished with full and lucid notes. Dr. Plummer does not believe in an *Ur-Marcus*, and thinks *St. Mark* may have seen *Q.*, though he doubts whether *Q.* was used in any direct way in the composition of the Gospel. He rightly regards the Gospel as having been written "in Rome and primarily for Roman readers," and "we may be sure that it was written, as we possess it, in Greek, and that our Gospel is not a translation from an Aramaic original. *St. Paul* wrote to Roman Christians in Greek; *Clement*, writing in the name of Roman Christians, wrote in Greek; and the early Roman Liturgy was in Greek." *St. Mark's* capacity for writing Greek is thus characterized: "He is like a man who can talk freely and with tolerable correctness in a foreign language, but cannot make a speech or write an essay in it." Some of the Jewish matters involved might have received a fuller treatment with advantage—e.g. the paschal character or otherwise of the Last Supper. There are some exceedingly useful maps.

St. Mark. Edited, with Introduction and Notes, by G. E. J. MILNER. (1s. net. Oxford University Press.)

This small volume contains the text of the Revised Version printed continuously, with a collection of brief notes at the end. There is an exceedingly short introduction of five pages and some appendixes (the Miracles and Parables recorded by *St. Mark*, the Herods, the Predictions of the Passion, the Pharisees, &c.). It will be found useful for elementary purposes.

A Short Ancient History. By JAMES H. BREASTED. (4s. 6d. Ginn.)

Too much has been attempted in this volume. We say this with reluctance, for the author has shown remarkable skill in compression; but, in spite of that and of several passages apparently intended to lighten the reader's task by jaunty or picturesque writing—not perhaps the best means to adopt for the purpose—we have found the book wearisome, and fear that the young people for whose use it is intended will agree with us. Nevertheless, it presents a gallant, and on the whole successful, attempt to sketch in broad outlines the history of the world from the earliest signs of man's existence, in the roughly shaped implements of the first Stone Age, to the establishment of Christianity as the religion of the Roman Empire. Political events are noticed only so far as they bear on the progress of civilization, on the conditions under which men lived, and on the part taken by each race or nation in handing on to another the knowledge and skill to which it had attained, to be modified, and in some cases increased, and to be transmitted to others. After notices of man in prehistoric ages it deals with the art and religion of Ancient Egypt, and should perhaps have pointed out how essentially barbaric Egyptian architecture is, and then it passes on to Western Asia, noting the invasion of the Babylonian plain by the non-Semitic Sumerians, their overthrow by the Semitic Akkadians, the long struggle between the two races, and, finally, the succession of the Chaldeans, who became the masters of Babylonia in the seventh

century B.C., and, under Nebuchadnezzar, absorbed and advanced upon Babylonian civilization. Next we come to the Medo-Persian Empire, the conquests of the Persians under Cyrus and Cambyses, and the splendours of the later kings, who, it is justly remarked here, so far from being barbarous Oriental tyrants, as might be gathered from Greek sources, were "fully conscious of their great mission as civilizing rulers." A short chapter on the civilization of the Hebrews, who owed much to the Canaanites, themselves learners from Egypt and from Babylon, is followed by an account of the peoples of the Mediterranean, and so we reach the history first of the Greeks and then of the Romans, written on the same plan as that pursued in the case of the early monarchies. The volume is munificently provided with maps and other illustrations, chiefly of buildings and sculptures. A few of these illustrations are coloured, and those of the Acropolis and the Parthenon suffer greatly from colouring. The little notes appended to the illustrations convey useful information, but it may be observed that Pola should have been described as in Istria, not in Dalmatia.

The Expansion of Russia. By FRANCIS HENRY SKRINE, F.R.Hist.S. Third Edition. (6s. Cambridge University Press.)

We are always glad to note the success of a thoroughly good book such as this certainly is. No doubt the present War has increased the demand for it, and we are glad that this should be so, for those who desire to know what Russia is to-day and what its future may well be after the clouds of war have been dispersed by victory cannot do better than read Mr. Skrine's account of its history during the last hundred years. It is accurate in details, broad in view, and eminently readable, for, in spite of the large amount of matter with which he deals, his narrative is never overcrowded, and he finds space here and there for vivid description. So far as we have tested it this volume is not, except for a sentence or two in the preface, different from the first edition.

Language Work in Elementary Schools. By M. A. LEIPER, of Western Kentucky State Normal School. (Ginn.)

There is nothing so important in a child's education as that he should speak and write his own language correctly, and speaking is more important than writing. This book, dealing with the problem of how the child who comes from an evil-speaking home is to be levelled up, will be useful to British, and more particularly to English, teachers, for the masses speak far worse English in England than in Scotland or Ireland. The thinking process is identified with language. As a rule, in teaching language, we err on the side of too much formality and too much written work; the oral side has been neglected. Our author insists that oral composition should be as deliberately planned and executed as written work. A language conscience must be aroused or implanted. The invariable rule is that the more interesting the subject, the better the composition.

Common Faults in Writing English. By H. ALEXANDER, M.A. (6d. Jack.)

This is a popular manual that pretends to touch only the fringe of the subject. It is apparently intended to serve the plain man who desires to learn the art of expressing his meaning correctly and forcibly in a letter to a newspaper, a paragraph, or a leading article, and the author's parting advice is to study the advertisement columns rather than the body of the paper. Numerous examples of faulty English are given, but the source of them is not indicated, and often they are so curtailed that, apart from the context, it is impossible to decide whether or not they are faulty. The main source, we are informed, is "an annual press publication," and the errors are, many of them, such as no educated man could commit; for instance, the confusion of "ascetic" and "aesthetic," of "physiology" and "psychology." The young author is advised to cultivate the "etomologizing" habit, but he is not advised to learn any other language than his own. The reader is invited to discover any errors in the book itself, and we will make a small contribution. Pope did not write, as the author corrects, "Drink deep or taste not of the Pierian spring." "It is wrong to say 'nobody but he was present.'" Are we, then, to correct Moore's "And all but he departed" and Hemans's "Whence all but he had fled"? "Firstly," "lastly" are unnecessary formatives; but, four pages later, we find: "Lastly the following pages may be instructive." "He acted differently to the previous occasion"; say *from*. The correction is as bad as the original. "They all enjoyed themselves in a way Lady C. would not have approved": the correction "approved of" is not an improvement. We have two pages on "participle wrongly attached or unattached," but on page 81 there is a glaring instance of a wrong attachment. The bibliography, some dozen volumes without prices or publishers, is not a serviceable addition.

A Cornish Haul. By BERNARD MOORE. (A. H. Stockwell.)

Another garland by the author of *Cornish Catches* that we reviewed last summer. These poems are no less redolent of the soil,

and reproduce the peculiar humour of the West Country, as Barnes does that of Norfolk or T. E. B. the atmosphere of Manxland. But over this volume is cast the shadow of the War, and the simple lyric, *Jim*, will live. We should like to quote *Salvage*, where the Methody and the Parson row off together in the life-boat; and *Wreck*, where Phil, the darling of the crew, goes "starin' mad" when his bride is taken from him; and *Peace*, where night thoughts correct the phantasms of the day; but for this we have not space, and extracts would be only like the bricks which the scholastic offers as specimens of a house.

Because I am a German. By H. FERNAU. Edited by T. W. ROLLESTON. (2s. 6d. net. Constable.)

"This remarkable book is prohibited in Germany," so we are informed on the cover; and Mr. Rolleston informs us further that even in Switzerland it may not be exposed for public sale. It is, in fact, an impartial review of *J'accuse*, and as proving that all Germans are not hypnotized or gagged it is remarkable. For the rest, it says what here we all say, or only a thought the weaker, and the translation leaves something to be desired. The German Government "creates the impression that it is nervous of a book." "Field-grey sentiments and field-grey science! The whole nation one mass of bronze." The notes of the editor on leading German publicists and politicians are a valuable addition, and give us facts that it is not easy elsewhere to discover.

Peter Pan and Wendy. By J. M. BARRIE. Illustrated by F. D. BEDFORD. Authorized School Edition. (1s. Henry Frowde and Hodder & Stoughton.)

Nothing could be more true than that *Peter Pan* will never grow old. This little book keeps very closely to the play. It is illustrated by F. D. Bedford's imaginative drawings. We fancy that for once the school children will not mind how often they read this book; it should go on the War economy book list.

Bacon's New Atlantis. Edited by ALFRED B. GOUGH. (1s. 6d. Clarendon Press.)

In the present edition obvious errors have been corrected and noted at the foot of the page, the obligations to Prof. Moore Smith's edition being duly acknowledged.

MESSRS. MURBY have added largely to their catalogue of slides originally prepared to illustrate H. G. Smith's *Minerals and the Microscope*, under the headings Igneous, Sedimentary, and Metamorphic Rocks. These now form a welcome illustration of geological formations. The price is 1s. 6d. a slide.

FRENCH AND GERMAN.

- (1) *French Composition for Students and Upper Forms.* By G. W. F. R. GOODRIDGE, B.A. (2s. 6d. Oxford University Press.)
- (2) *Passages for Translation into French and German.* Selected by G. G. NICHOLSON, B.A., B.C.L., and C. J. BRENNAN, M.A. (3s. 6d. Oxford University Press.)
- (3) *Passages for Translation into French.* Senior Course. By A. R. FLORIAN, M.A. (2s. Rivingtons.)
- (4) *Sainte-Beuve: Causeries du Lundi—Franklin et Chesterfield.* Edited by A. WILSON-GREEN, M.A. (Cambridge Modern French Series. Middle Group.)
- (5) *Chateaubriand: Le Journal d'un Emigré.* Annoté par A. S. TRÈVES; (6) *Töpffer: Trois Contes.* Annoté par MARC CEPPI. (Bell's Sixpenny French Texts.)
- (7) *Alfred de Musset: Deux Nouvelles.* Edited by F. VICTOR MASSARD. (1s. 6d. Rivingtons. Junior Series.)
- (8) *C'est la Guerre!* Six nouvelles par MARC CEPPI. (1s. net. Bell.)
- (9) *Brueys and Palaprat: Le Grondeur.* Edited by MARGUERITE D. M. GOLDSCHILD, B.A. (10d. Blackie's Little French Classics.)
- (10) *Lectures Historiques* (1610-1815). Editées par EMMA MOFFETT, M.A. (2s. 6d.; without Vocabulary, 2s. Harrap.)
- (11) *Petit Cours Préparatoire.* A two-term course in Phonetics. By L. H. ALTHAUS. (1s. 4d. Black.)
- (12) *Easy Lessons in German.* By J. BITHELL, M.A. (1s. Pitman.)
- (13) *German Reader for Beginners.* By MARTIN H. HAERTEL. (3s. Ginn.)
- (14) *Progressive German Idioms.* By S. TINDALL, M.A. (1s. 6d. net. Oxford University Press.)
- (15) *Erstes Deutsches Lesebuch.* Von MARTIN SCHMIDHOFFER. (2s. Heath.)

(1) Mr. Goodridge's method of teaching French prose is logical and convincing. Having made up his mind that "the only plan available was that of focusing everything on a single set of rules at a time," he set to work to arrange a dozen or more batches of syntax, explaining each rule in French. For each batch he then wrote some fifty short English sentences for oral translation, twenty longer sentences of the same type, and finally a number of proeses—five or six to each batch of syntax—specially arranged to ensure constant repetition of the rule he sought to teach. Mr. Goodridge is evidently a skilled craftsman. At the same time we must express a conviction that the subjects for free composition appended to each section should have been excluded. They are strangely out

of place in a work aiming at the teaching of French prose by the translation method.

(2) This volume contains some 350 pages of prose passages for translation into French and German, some of them of great length (three or four pages), nearly all demanding the highest standard of knowledge and taste. We cannot help thinking that some attempt should have been made to separate the selections for translation into French and into German, languages which differ more widely than Latin and Greek.

While (2) was suited only to University students, and advanced ones at that, (3) should meet the requirements of fifth and sixth form French masters seeking a prose book of graduated difficulty.

(4) The volumes in this Cambridge series are delightful to handle. Mr. Wilson-Green's method in this little work is to divide the text into four-page groups, and attach a number of oral questions and a prose to each group. The oral questions are well thought out on a systematic plan. The proeses, instead of being of the retranslation type, are selected, mostly from Chesterfield's or Franklin's own writings, for parallelism of subject rather than verbal similarity. In a single point one must confess a feeling of disappointment. Such a book affords an incomparable chance for a series of lessons, however short, on pure literature. We cannot hold a candle to the French in the teaching of this subject, for the reason that we begin too late. Will not Mr. Wilson-Green, in a future volume, outline the plan of half-a-dozen short literary lessons?

(5) and (6). The bulk of the space contained in each of these little 100-page volumes is devoted to the text. Vocabulary and notes, printed together, occupy only fifteen or sixteen pages. Destined for rapid reading in class, both tales are interesting, of no more than moderate difficulty, and possess the further merit of being unhackneyed.

(7) Truly the path of the learner is made easy nowadays! In a little pocket at the back of this edition of *Pierre et Camille* and *Croisilles* is found a second little stiff-bound book containing vocabulary, notes paraphrasing in French all difficult phrases, Direct Method and retranslation exercises; so that, in preparation, one has only to prop the text open and have both hands free to turn up words in the vocabulary and phrases in the notes. This novelty should appeal to the average boy.

(8) These six stories are the product of delicate wit and high spirits. They are, moreover, written by one who is a clever teacher and experienced publicist: who knows of what the middle school is capable, and what viands to set before it. The style is easy; the flow of idiom constant, yet unobtrusive; and the tales are really very funny. The pill of learning is, indeed, coated very thickly with sugar.

(9) This is a sound and adequate edition of a play collaborated in by Brueys, more celebrated as author of *L'Avocat Patelin*. The notes, *questionnaire*, and retranslation exercises are well thought out. It is right that so good a comedy should be read by English students, but one may express the pious hope that it will be used only at an advanced stage in the school curriculum; for to teach younger boys or girls a whole number of French phrases now obsolete is as bad a mistake as teaching a Frenchman English out of *Pepys' Diary*. Yet the error is made with astonishing frequency. And, indeed, in this particular book the questions to be asked and the sentences for retranslation are obviously not intended for very advanced students.

(10) The extracts in *Lectures Historiques* are chosen with skill; the connecting passages are packed with the information necessary for a proper understanding of each period between the days of Louis XIII and Napoleon. Many historians and diarists have lent their posthumous aid—Michelet, perhaps inevitably, more than most. It was a good idea to publish *Lectures Historiques* without, as well as with, vocabulary, for the book is well suited for rapid reading in middle forms. Possibly with this end in view, the compiler has wisely refrained from overloading it with notes. On the other hand, the *Lexique des noms propres* is choked with facts, which young readers would never assimilate, and might be omitted.

(11) French teachers with time at their disposal will find Miss Althaus' model course in phonetics a valuable aid to the teaching of pronunciation. The book has been made as attractive as the nature of the subject permits, and the name of the author spells care and enthusiasm.

(12) *Easy Lessons in German* is written primarily for the needs of commercial students. But this aspect of the language is not exaggerated. Mr. Bithell's style is entertaining; even chatty. He makes more interesting the task of learning a language by laying stress continually on the cousinship of English and German, and by touching on questions of philology. We do not always agree with his statements, as when he asserts that German spelling is phonetic. *Stein*, for example, does not represent *Shtein*, the almost universal pronunciation; nor does *Station* correctly symbolize *Stassion*.

Neither do we admit that "the vowel sound in *Buch* corresponds to that in *book*," except in northern English. Final *g* is not pronounced as *k* by the majority of Germans. The book is full of excellent features. The author very wisely, as we think, makes an early beginning with the teaching of verbs.

(13) One hears on all hands of the difficulty of finding for boys who have not long learned German a reading-book of progressive difficulty, provided with *Fragen* and retranslation exercises. This book of *Märchen* contains, in addition to the familiar Grimm and Andersen, tales by more modern writers, such as Baumbach, and is of the type indicated above. It is an excellent thing for beginners to learn plenty of French and German poetry. But one still hopes against hope that one day an editor will arise with ideas beyond *Heidenröslein*, *Der alte Barbarossa*, *Ich hatte einen Kameraden*, and *Ich weiss nicht, was soll es bedeuten*. This, however, is but a small and quite unimportant point. The book should find many teachers glad to use it.

(14) A very useful compilation of German everyday idioms and proverbs, which the pupil rarely acquires if he trusts to picking them up from his reader. There is a good index.

(15) A very attractive collection of prose and verse, with delightful little illustrations. It should be possible for a shrewd teacher using this book to get good results with quite young children. The selections are carefully graded, with short sentences and simple ideas. The first part is printed in Latin characters, the second in German. The author does not explain how beginners are to use the vocabulary, which is in German type.

MATHEMATICS.

Theory and Applications of Finite Groups. By Prof. MILLER (Illinois), Prof. BLICHFELDT (Stanford), Prof. DICKSON (Chicago). (17s. net. Chapman & Hall.)

In three parts, each written by a recognized authority in the special part he deals with. The first two chapters of Part I present the fundamental theorems on groups of substitutions necessary for Parts II and III, and the other chapters are devoted to the formal development of abstract theory. Part II gives a more comprehensive outline of the theory of linear groups than is contained in the present texts, and contains chapters presenting the author's own researches in a connected form. Part III contains the essential principles of Galois's theory of algebraic equations (with emphasis on the condition for solvability by radicals). The three parts form a unity, and suggestions are given for courses of reading.

Cambridge Mathematical Tracts.—No. 2: *Integration of Functions of a Single Variable.* Second Edition. By G. H. HARDY, M.A., F.R.S. (3s. net. Cambridge University Press.)

The chief alteration consists in the rewriting of the sections dealing with the theorem that if $\int y dx$ is an algebraic function of x , then it is a rational function of x and y . Abel's original proof, shown invalid by Mr. Littlewood, has been replaced by a new proof due to Mr. Norton.

Cambridge Tracts.—No. 18: *General Theory of Dirichlet's Series.* By G. H. HARDY and Dr. MARCEL RIESZ. (3s. 6d. net.)

This is of a much more advanced and special character than many of the tracts in this series. Publication has been delayed by the enforced withdrawal of Dr. Riesz's co-operation, and Mr. Hardy emphasizes the great value of his contributions. The detailed references and bibliography will be invaluable to others researching in this field.

Indian Mathematics. By G. R. KAYE. (Calcutta: Thacker, Spink, & Co.)

A very interesting little tract of great value to teachers who believe in humanizing the subject of mathematics by historical allusions. The labour involved in the compilation has evidently been lightened by the author's interest in his subject. Boys especially will be delighted with the humorous way in which old Hindu schoolmasters set their examination questions, and we are aware of no modern textbook that concludes with the sentence, "Thus ends the section of devilishly difficult problems."—(Brahmagupta, A.D. 598.)

Hancock's Applied Mechanics for Engineers. Revised and rewritten by Prof. M. C. RIGGS. (10s. 6d. net. Macmillan.)

In the original textbook (published 1909) the author wrote for engineers of good mathematical education, developing the subject on sound lines, but at the same time being especially careful that the applications were entirely practical. This point of view is still prominent. The most important change lies in the much wider use of graphical methods. There are comparatively few such books as this, which succeeds in being utilitarian but at the same time has a high educational value.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Many of us set our backs up against vocationalism; then looked at it more closely and lowered them a little; the War, with its inevitable consequences, is making us all approve it, for the economic stress bears down all objections. In France, at present, it is the girls that are affected most by the new movement. An employment, fit and educative, is proposed for them in scientific laboratories. Dr. François Helme has pointed out that even before the War there was a scarcity of men assistants in such places, and that this scarcity was a principal cause of the technical and industrial superiority of Germany. He says, after having observed women at work during the War: "La femme, avec ses qualités de patience, d'endurance, d'assiduité à la tâche, sans en être distraite par l'alcool, le tabac et le reste, est le collaborateur scientifique rêvé." Accordingly he will organize training in chemistry, bacteriology, biology, pharmacy, medicine, and surgery, and subject to it fifty or sixty women of average education. He hopes that after the War the State will continue the work thus begun as a private enterprise. Again, the *baccalauréat* is in France the gateway to the liberal professions. M. Liard, Vice-recteur de l'Académie de Paris, has noticed how women are making ready to conquer many professions hitherto reserved for men. Last year the number of girls preparing for the *baccalauréat* at once doubled itself; this year at the University of Paris there are 50 French women in the Faculty of Law, 186 in the Faculty of Medicine, 18 in the Higher School of Pharmacy, 179 in the Faculty of the Sciences, and 196 in the Faculty of Letters. In the latter two groups the majority are preparing themselves for the *licence*, the degree which opens for men office in the secondary schools. In the lack of men teachers, they argue, women teachers will be in demand for the boys' *lycées* and *collèges*. In recent numbers of this journal we have told how the French girls are looking also to commerce and to the farm for apt vocations. There will be old prejudices and trade unionism to be overcome; but France will prosper in proportion to the goodwill with which she accepts these new-mustering recruits for the army of wage-earners. And in England the old order passes for women—and for men. Instead of for "the gentleman and scholar," we are beginning to ask for the "gentle tradesman," for a man economically place-filling as well as liberally trained, not excluding the scholar from the list of "tradesmen," or honourably wage-earning men; and for the "lady" we must substitute in the same spirit "the gentle tradeswoman."

A Ministerial Circular, dated the 15th of June, thanks the primary men and women teachers for their work during the War—in contributing money, in placing Government Bonds and the Loan of Victory, in re-educating the mutilated, in succouring prisoners, and in holding, despite the many claims on their time, the usual courses for adults. In recognition of their devotion and their efforts the Minister orders that this year, as last, the long holidays shall have for all schools the same duration—eight weeks. But the *garderies* for children must be kept open wherever it is necessary.

The June issue of that excellent quarterly, *L'Education* (VIII, 2), contains admirable articles on "Primat de la liberté dans l'éducation" and "Le sentiment de l'honneur chez les grands historiens du moyen âge." It also eulogizes, in a careful study, "L'échelle métrique de l'intelligence de Binet et Simon." The matter is too complex for us to examine in a paragraph. We observe, however, that an American writer (H. C. Stevens, in *The School Review*, XXIV, 6) expresses an opinion that the Yerkes point-scale is destined to supersede the Binet-Simon test. It is noteworthy that in the cases of backward children that he probes the results obtained by the two tests run closely parallel.

The *Revue Universitaire* (XXV, 6) describes the art of writing Latin verses as to-day over-much neglected, and quotes freely from a Latin poem on the War by M. F. Ferrère, of the Lycée d'Agen, whose manner reminds us of Lucan's. The German (*noxia semper bellua*), of course, gets a sound rhetorical flogging. His trenches (*firmum munimen fossae*) and barbed wire (*claustra spicati ferri*) are—wrongly, as we think—condemned; he becomes justly abhorrent when he *corruptit late putridis afflatibus auras*, lets off his noxious gases. The Zepelin (*disquirens facilem per vasta silentia praedam*) raises M. Ferrère to the highest flights of indignation. To judge from the specimens adduced, the poem is a scholarly exercise and good fulminating stuff.

BELGIUM.

It was, we think, in 1794 that French became the recognized language in Belgium for official and judicial purposes. The University of Ghent since its foundation in 1818 has been a French academy. Baron von Bissing proposed to make it Flemish with a stroke of his pen: but no Belgian professor would come to his aid. Even the Dutch professor, Logemian, refused a call. Of the two professors whom he has found one is from Luxembourg, the other a German. The Belgian professors had the choice between a Flemish chair in the transformed University and resignation. They resigned.

CANADA.

Ontario is holding its summer courses as usual, the Department of Education co-operating with the Agricultural College, Guelph, with the College of Art, Toronto, with the University of Toronto, and with the Department of Militia and Defence. Of especial interest are the Courses in Physical Culture. In connexion with them the Department of Education grants certificates—(1) in Elementary Physical Culture; (2) as Supervisors of Physical Culture, and (3) as Specialists in Physical Culture; whilst the Department of Militia and Defence offers—(1) Strathcona Grade B Certificates, and (2) Cadet Instructors' Certificates. The scheme for instruction in principles and for practice, applicable both to men and women, seems to be comprehensive and good. Women are taught not only calisthenics, dumb bells, wands, and clubs, but also folk dances and figure marching; and they learn to fence, to swim, likewise to coach and referee the games of basket ball, indoor baseball, and volley ball. A great secret of Empire is care for the mothers of its men.

UNITED STATES.

The United States has a National League of Teacher-Mothers, the qualification for membership being that the mother teaches her children systematically and methodically at home, and the foundress is "sorry for the little child whose mother feels that she must send it (sic) to a kindergarten." We, for our part, are sorry also for the little child whose mother feels that she must refer to him as *it*. If Froebel described the kindergarten as a substitute for genuine home life, it was for him the most beautiful substitute. The American National Kindergarten Association—its President is Dr. John Dewey of Columbia University—proposes to have a kindergarten connected with every public school. It has been doing good work particularly in California, where a State law provides for the opening of a kindergarten upon the petition of parents. Comes the Association and forces on the notice of the parents what the law enables them to get for their children, with the result that many of them have signed the necessary petitions and that the number of kindergartens in California rose from 197 in 1914 to 385 in 1916. Zealous Froebelians are working for similar legislation in other States. The life of the kindergarten mistress is not always serene. In *The Girl and the Kingdom: Learning to Teach*, Kate Douglas Wiggin, pioneer of Froebelianism beyond the Rocky Mountains, tells of her early experiences. The mothers of her charges prepared them for the new education by whipping them into rebellious silence!

The Report for 1914-15 of the General Education Board, New York, shows a continuance of manifold activities. Eight institutions of University or College rank, among them Vassar College for Women, have been assisted by means of grants to increase their endowment funds. In the field of medical education clinical instructors, owing to appropriations from the Board, have been enabled to dispense with private practice and to give their whole time to teaching. Education in the Southern States has been fostered. As a new experiment, the Board appropriated 19,000 dollars for Maine and 10,000 dollars for New Hampshire in order to help the State Colleges of Agriculture in initiating demonstrations of farm-work. It proposes to allot sums for the aid of promising workers in the investigation of problems in educational theory and practice. By invitation it undertook a minute examination of the state of public education in Maryland. The power to accomplish all this beneficent work springs from a capital of 46,000,000 dollars, contributed mainly by Mr. Rockefeller.

To this private body reinforcing educational endeavour in all parts of the United States we have no analogy in England. By its aid to medical education Johns Hopkins University profited, and we learn of "pathological conferences" there, before impossible. The University Circular (or Calendar) for 1915-16 shows that the assets of

the famous academy at Baltimore have now a total value of about 10,000,000 dols., and it contains much matter of general interest. The senior professor, Dr. Basil Lanneau Gildersleeve, no longer lectures, but lives to prove—he graduated at Princeton in 1849—that Greek makes for longevity. Johns Hopkins seeks to advance learning as well as to communicate it, and we observe with pleasure that it provides both for graduate and for undergraduate work in the science of education. Regardless of the odium that attaches to comparisons, we make one. For the Master of Arts degree the fee at Johns Hopkins is ten dollars, and a dissertation must be presented. The older English Universities exact no dissertation, but more dollars. By the way, at Johns Hopkins they say "questionnaire" for *questionnaire* (e.g. "The Results of a Questionnaire on Psychological Terminology"). Is this upon authority or as an innovation?

CAPE OF GOOD HOPE.

The Report on Education just received is dated 1915 and relates to the year ended September 30, 1914. Let us draw from it first a few indications of the state and progress of education in the Province.

In spite of some internal disorders the supply of schools has been much more than doubled in twenty years, the increase being to 4,460 from 1,969 in 1894. The prominent feature of the year under review was an addition of 18,125 pupils to the enrolment, which reached 241,136—102,665 white and 138,471 coloured pupils. The large majority of coloured and native children attended State-aided Mission and Aborigines' schools, in which higher percentages passed the standards for which the pupils were presented. Taken together, white and coloured pupils cost the Government on an average £3 14s. 9d. each. Much difficulty was experienced in collecting fees. The Superintendent-General, looking back, is able to see that organization has been keeping pace with growth in the Cape Province.

At the close of the year the teachers of the aided schools numbered 8,982, or 463 more than at the end of 1913. If farm schools be left out of account, the average number of pupils to each teacher was less than 22. As to sex, there were five women teachers to three men. With regard to the proportion of certificated teachers, the percentage fell in the twelvemonth period from 64.93 to 63.79; for training, in which much was done, could not quite cope with the expansion of the school-system. The advertisement columns of the *Education Gazette* indicate that the salaries paid to teachers at the Cape are, so far as we can judge, insufficient.

Although the European War broke out during the year, the building program was for the most part accomplished, and £183,000 was expended in the erection of school buildings. Let us quote the Report as to the effect of better structures on public opinion.

"With the improvement in the school building and its immediate surroundings there has also come about, partly as a consequence, a change of attitude in regard to the importance of the school's sphere in the life of the community. Once assigned to almost any building or site that might be available, the school has now emerged and claims in most towns of the Province its rightful place. As a result the schooling of the country's children receives at least the consideration that a shopkeeper gives to the sale of his wares, for the school is now housed in a properly constructed building on an adequate site. And, equally important from the State's point of view, this emergence from comparative obscurity gives the school and the schoolmaster the opportunity of holding that position in the eyes of the community to which they are rightly entitled."

INDIA.

We have received the Report, issued by the Government of India, on Education in 1914-15. It tells us that more is being spent on education than at any time hitherto. The total expenditure for the year in question was £7,278,033, an increase for twelve months of nearly £600,000. If at first sight a fall from 7,518,147 pupils in 1913-14 to 7,448,419 on March 31, 1915, is disappointing, it is reassuring to find that the apparent decrease comes of the exclusion of all Native States from the new survey. In the field of religious instruction no new departure has been made. Much has been done for the encouragement of games; more might, perhaps, be attempted to promote manual training. The use of books has been seconded by lanterns—a means of instruction now fairly common throughout India. But of any educational system the teacher is the backbone. Although somewhat higher salaries are being paid, there is only a slight improvement in the qualifications of the teachers apparent, and out of more than 252,000 only 73,258 are trained. The expan-

sion and consolidation of secondary education is proceeding on accepted lines; yet there are grave defects in this domain, and in the Punjab, for example, a constant migration of teachers and pupils from school to school is deplored. Progress in higher education has in some cases been hampered by lack of money. It has, however, been found possible to increase the value of some of the scholarships tenable by Indian students abroad.

We look to see how the Indian girls are treated; for prejudice and apathy have long been in conspiracy against them. The expenditure on public secondary and primary schools for girls was 70½ lakhs, as against 473½ lakhs on those for boys; but some girls attend the boys' schools. There is an increase for the year of 24,294 in the number of girls receiving instruction; but the percentage of such girls to those of school age is only 6.3. It is a better ratio than in the previous year, when the percentage was 5.9, but it brings up a sad vision of untaught women. The Presidency of Madras is conspicuous for its effort to train women teachers. At Delhi the Lady Hardinge Medical College for Women is to be affiliated to the University of Punjab and will begin work, as it is hoped, with the winter term. In connexion with the education of women we may add that *Indian Education* (XIV, 10) suggests the establishment of a School of Domestic Arts at Bombay; for women there, wisely or unwisely, adopt European modes of life without knowing what European ways really are. The result can be compared only to the "Europe music" played before wedding processions in the town.

UNIVERSITIES AND SCHOOLS.

WALES.

The Annual Extra Collegiate Meeting of the Court of the University was held at the University College, Aberystwyth, on Friday, July 14. In the absence of the Senior Deputy-Chancellor (Lord Kenyon), the Junior Deputy-Chancellor (Dr. D. Lleufer Thomas, M.A.) presided. The relationship of the University to the Royal Commission on Higher Education was exhaustively discussed. It was stated by Mr. Wm. George that the Commission did not intend visiting Wales again, and that all the evidence is to be taken in London; and that, contrary to the usual practice of Royal Commissions, no verbatim reports of the evidence were to be preserved. The reason given for this departure from the customary procedure is that at the present time the Government was not prepared to defray the necessary expense. But the Court unanimously supported a motion that a complete record of the evidence should be taken for future reference. A somewhat exciting debate took place on a further proposition that a deputation be appointed to wait on the Welsh M.P.'s in order to enlist their co-operation in presenting the case of the University before the Commission. Principal Griffiths opposed the suggestion on the ground that it was impossible to give any deputation authority to represent the views of the Court, as it was well known that they were very diverse in character, and Prof. Trow (Cardiff) strongly supported this attitude. The Welsh M.P.'s had so far kept themselves utterly aloof from all educational movements in Wales, and the very great majority of them had not shown the slightest interest in the University or its progress. Their ignorance was such that it was very doubtful whether at this crisis in its history they could give any assistance of value. But though this charge of apathy and indifference against our Members of Parliament can easily be substantiated, it appears that Lord Haldane had already approached them privately, and therefore, as a matter of policy, the Court was disposed to acquiesce. And further, as Mr. J. H. Davies (the Registrar of Aberystwyth College) said, it is possible that they might welcome from the Court any information which would tend to dispel their ignorance of the enormous progress which the University and other forms of higher education had made in Wales during the past ten years. Principal Reichel also felt that it would be wise to approach them, as it would be hopeless to expect to get the best terms for Wales unless their representatives thoroughly understood the situation, and were acquainted with our educational machinery. Mr. E. T. John, M.P., endeavoured to defend his colleagues from the charge of indifference by transferring the blame to the Court. He could not recall a single instance when they had been consulted on educational problems by the Court, and they had not been encouraged to interfere. This seems a very feeble defence. However, the upshot of the discussion was that a deputation will call upon our Members of Parliament in order to try to enlighten them, as well as to enlist their sympathy and support.

The real crux of the situation, of course, is the question whether there shall be three independent Universities or one. Principal Reichel proposed a resolution expressing the opinion that adequate teaching freedom for the staffs of the three constituent Colleges can be secured without disruption of the federal system. He stated that even if they had three Universities they would be obliged to work together as far as the Matriculation and the post-graduate work in the higher degrees and Fellowships were concerned. There could be no real independence in practice and, besides, the disruption of the University would alienate a great mass of national sentiment, which would be a serious loss. Ultimately this resolution was carried with only one dissident.

The attitude of Cardiff College is somewhat mysterious. The Senate have unanimously voted against the continuance of the federal system, but the Council have with equal emphasis given their vote in its favour. The other two University Colleges are, of course, strongly in favour of the present plan. At the Court, Principal Griffiths made a speech which may probably be regarded as the official statement of the views of the Senate on the question of federation. He made a great point of the difficulty of obtaining new schemes of study sanctioned by the Court and the University Senate, and generally tried to prove that the present system is unworkable owing to its cumbrousness. They were actually doing injury to Welsh education by allowing things to remain as they are. The Court were somewhat taken aback by this speech, as they were unaware of any such difficulties. Members could not recall a single instance in which the Court had been appealed to on behalf of a scheme of study from Cardiff or any other constituent College. The minutes of the Senate were usually passed without comment or criticism. It was therefore generally felt that the difficulties of securing the freedom of each individual College had been greatly exaggerated.

The Council of the University College, Cardiff, are not satisfied with the reasons given by the Ministry of Munitions for the delay in the completion of the Medical School. They are prepared to allow the completion of the Physiological block, which is in an advanced state of erection, but the completion of the Medical Research block, which had not been commenced, must, owing to the scarcity of labour, be postponed. But Colonel Bruce-Vaughan maintained, and with justice, that the building of a Medical School cannot be detrimental to the national interests. The better the provision for medical research, the better equipped the nation would be, both during the War and afterwards. A deputation has been appointed to meet the Ministry of Munitions, consisting of Lord Aberdare, Earl Plymouth, Lord Pontypridd, Colonel Bruce-Vaughan, and Principal Griffiths.

The elementary teachers in Glamorgan are determined to make a stern fight against the County on the question of the residence of the teachers. Several resignations have already been tendered, and it is understood that others are about to be sent in. The failure of the teachers to secure an injunction in the High Court has in no way damped their keenness for a tussle with the County, and so far no satisfactory solution of this exceptional problem has been found. But we hope, for the credit of Wales, that before matters proceed to extremities a little common sense on both sides will be allowed free play. The dispute is too trivial to be allowed to endanger the education of the children in the schools mainly concerned.

The Central Welsh Board have requested permission to give evidence before the Royal Commission, and a small Sub-committee has been appointed to consider what steps should be taken to prepare a statement.

The University of Wales depends mainly on the Intermediate schools for its supply of students, and therefore it is important that the question of their interrelationship should be carefully considered. Not only is it desirable that the regulations for the present Matriculation Examination of the University should be reviewed, but also the relation of the Higher and Honours Certificate of the Intermediate Schools to the Intermediate Examination of the University should be placed on a more satisfactory basis.

The pamphlet *Wales To-day and To-morrow*, which the Central Welsh Board have circulated, has been considered, though only very perfunctorily, by Cardiff and Swansea. Both these authorities appear to be rather afraid of facing the questions set before them in the pamphlet, and are apparently inclined to let them alone. But we hope that other authorities will show more courage, otherwise nothing will be gained by consulting the educational authorities. The Central Welsh Board are in earnest on the question of reorganization of our educational system, but without the active support of the authorities they can do but little.

These Examinations commenced on July 4 and lasted till Monday.

**The Central
Welsh Board
Examinations.**

the 24th—a period of three weeks. The majority of the pupils, of course, only sat for a portion of the time, and as long as the Welsh schools are allowed so much freedom in the choice of subjects it is probably inevitable that the whole Examination should be spread out over a long period. But the length of the Examination entails much extra work on the staffs of the schools and a certain amount of extra strain on the pupils. Perhaps next year, with the new scheme of amalgamation, it will be possible to curtail the time very considerably. The papers, on the whole, have been very satisfactory.

SCOTLAND.

The number of matriculated students for Session 1915-16 was 361 (151 men and 210 women). During the Whitsuntide term the number was reduced to 274 (78 men and 196 women). The General Council have unanimously resolved to reaffirm their approval of the Preliminary Examination Ordinance and to petition Parliament in its favour. The University Court have fixed Saturday, October 28, as the date for the election of the Lord Rector. The Walker Trustees have offered a prize of £100 for an essay on "Prayer." Anyone in any part of the world may compete, and competitors may write in any language. Essays must be lodged before June 1, 1917, and information as to the conditions, &c., may be obtained from the Secretary of the University.

The University Court have approved the draft Ordinance instituting a degree in Education. The Ordinance is substantially in harmony with the Ordinance drafted by Edinburgh University. The Merchants' House of Glasgow has offered to provide funds, from the Buchanan and Ewing bequests, for the payment of University Lecturers in Electrical Therapeutics at the Royal and Western Infirmarys. On Commemoration Day, June 26, there was presented to the University a memorial of the late William Smart, LL.D., Professor of Political Economy, in the form of his private library of works on Economics and kindred subjects. The memorial was subscribed by his students and friends.

The General Council have followed the example of the Glasgow General Council in petitioning Parliament against the passing of the Preliminary Examination Ordinance. The University Court and Senate have sanctioned an arrangement for combining, during next Session, the work of the Faculty of Divinity with that of the United Free Church College, as the number of Divinity students in the University and the College is expected to be very small, owing to the War. A similar arrangement is being made at Edinburgh, and the proposal has been approved by the Church of Scotland and the United Free Church.

Sir Alfred Ewing has been installed as Principal of the University, and he presided and delivered an address at the graduation ceremony on July 11. The University Court, after a consideration of a report from the Senatus, have resolved to make provision within the University for the instruction of women in the Faculty of Medicine, and a Committee has been appointed to make the necessary arrangements. Hitherto women students of medicine have had to take extra-mural courses at Edinburgh; and the University is to be congratulated on having at last come into line with the other Scottish Universities in this matter.

In view of the shortage of teachers of higher subjects in secondary schools, the Education Department have intimated that it may be desirable to encourage candidates eligible for training for the Higher Subjects Certificate to defer their training in order to undertake temporary service in schools. The Department are willing in such cases to grant concessions as regards the length of training to be required, on a return to more normal conditions. The Edinburgh Committee recommend that the period of training be reduced by not more than six months, in those cases only in which satisfactory reports as to the work of the temporary teachers are received from the school authorities. The Department have fixed at 340 the annual number of candidates for the Teachers' Certificate whose enrolment under the Committee can be sanctioned. Seventy-seven students are at present on military service.

The Report of the Department on Education in Scotland is concerned mainly with the effects of the War. The latest returns show that 2,200 out of 3,536 teachers of military age have either joined the forces or attested. School accommodation has also been considerably reduced, owing to the re-

quirements of the military authorities. As regards the demand for child labour, the report says: "It was not always clear that the request for children was due to the impossibility of obtaining any other labour and not rather to the desire for cheaper labour." In some cases exemption has been granted on condition that the children remain at school, after reaching the age of fourteen, for a period corresponding to the time they are now at work. The number of men students at the training centres has decreased from 508 in 1913-14 to 188 in 1915-16. The number of women students has increased during the same period from 2,062 to 2,284.

IRELAND.

Queen's University, Belfast, held its Annual Summer Graduation ceremony on July 11, the Rev. Dr. Hamilton (Vice-Chancellor) presiding. Reference was made to the service rendered by the University staff in War work. Two of the staff have fallen and one is a prisoner, while several others are serving in various capacities in France and England. The proceedings included a solemn commemoration of the members of the University—thirty-four in all—who had fallen in the War during the year.

On July 21 a meeting of secondary teachers from all parts of Ireland was held in the Mansion House in Dublin, to protest against "the persistent efforts of the Intermediate Education Board to destroy the teaching of science in Irish secondary schools." The Chairman (Mr. G. Watson) said that last January the Board had suggested that the £28,000 grant paid to the secondary schools in aid of science teaching might be saved if the Board were allowed to carry out the work instead of the Department of Agriculture and Technical Instruction. Another innovation, introduced this year, was the institution of written examinations, without any practical test, for pass candidates in science subjects—even such subjects as woodwork. It was resolved to ask both the Intermediate Board and the Department to receive a deputation appointed by the meeting.

On the same day, in London, Mr. Herbert Samuel, the Home Secretary, received a deputation of the Irish National Teachers' Organization to urge the teachers' claim to be paid their salaries monthly instead of part annually and part quarterly. This is a grievance of long standing with Irish teachers, and is, of course, more keenly felt since the cost of living has risen so much. Mr. Mansfield, the spokesman of the deputation, pointed out that the average salary of an Irish teacher did not exceed £1. 12s. per week, a sum equivalent in purchasing power to a guinea in pre-War days; and that teachers in Great Britain, who received larger salaries, were paid monthly. Mr. Samuel admitted the justice of the claim, and promised to urge it without delay on the Chancellor of the Exchequer.

The Rev. Dr. Taylor, one of the Commissioners of National Education, speaking in public lately in Belfast, took occasion to refute the charges of disloyalty brought against the national teachers since the suppression of the Sinn Féin rising. The Commissioners had been making inquiries, and their inspectors' reports and the police reports showed that very few teachers had been in any way connected with the rising. The Commissioners hoped to issue a statement in the near future.

At the Annual Conference of the Methodist Church, held during the month in Belfast, a resolution was passed desiring that the teaching of history should be continued in national schools, safeguards being taken to eliminate matters of controversy or suggestive of sedition from the textbooks, which should include the undisputed facts of history.

The Board of National Education are at present distributing among the schools a pamphlet by Mrs. Starkie (the wife of the Resident Commissioner), dealing with the subject of patriotism, with special reference, of course, to Ireland.

At the Annual Meeting of the Non-Subscribing Presbyterian Church of Ireland, held during the month in Belfast, a resolution was passed stating that the best interests of Irish primary education would be served by freeing it from denominational control. One of the speakers said that the principle of undenominational education, if accepted, would be a powerful agent in making Ireland happier by drawing Catholics and Protestants together; another stated his belief that there existed among the Catholic laity as strong an antagonism to the domination of the cleric as in the Protestant Churches (which is very likely true). In a sermon preached nearly at the same time in Dublin in support of some of the Church schools, Dr. Bernard, the Archbishop of Dublin, upheld the present denominational system, and declared that dogmatic teaching was essential if religion was not to evaporate in mere

sentiment or emotion. Whatever feelings the laity of this country may entertain about undenominational education, it is certain that the overwhelming mass of clerical opinion, whether Protestant or Catholic, is strongly against it.

The Feis Ceoil competitions were held in Dublin during the week July 17-22, and, despite the inconveniences due to their postponement, met with success. The Feis was brought to a close by the prize-winners' concert, held in the open air on Saturday evening.

SCHOOLS.

HAILEYBURY COLLEGE.—The following prizes have been awarded:—Latin Prose, M. Wilkinson; English Verse, N. H. K. A. Coghill; Greek Prose, H. H. S. Wright; English Essay, M. Wilkinson; Mathematics, D. W. Roper; French, M. C. H. Gray; Physics, G. L. Troughton; Chemistry, C. R. Scott; Natural Science, C. R. Scott; Recitation, H. H. S. Wright; English Literature, C. J. Racliffe; Jackson Art Prize, J. S. Wright. Mr. G. H. S. Lewis, who joined the staff in 1886, and who will be remembered by many generations of Haileyburians for his work in connexion with the choir, retired last Christmas; Mr. A. J. Richards also left, and the following masters went away to take up military duties:—Mr. A. Pickles, Mr. D. J. Walters, Mr. B. H. Sisson, and Mr. F. G. Brewer. Their places were taken in the Easter term by Mr. W. R. M. Clarke, Mr. L. E. Upcott, Captain E. A. Campbell, R.A., Mr. B. Hylton Stewart, who has succeeded to Mr. Lewis's work, and Mr. A. J. Bower. At the end of the Easter term we lost Mr. L. E. Upcott, and the staff has since been joined by Mr. J. M. Bell, who retired from it five years ago and resumes his Army Class work, and by Mr. A. E. B. Crawford. Mr. C. A. Ronald, owing to an injury, has been absent for the greater part of this term, and his work has been taken by Mr. A. C. Grylls.

On the results of the recent examination at St. Paul's Girls' School, Brook Green, Hammersmith, scholarships were awarded as follows:—Senior: V. Browne, M. Farrell, N. Inge, L. Mair, S. Pattison, F. Taylor. Junior: M. Browne, I. Dunand, Y. Inge, M. Jennings, C. Saville.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to "Gothicus."

The winner of the Translation Prize for April is H. E. G. Evans, Esq., St. Mary's House, Tenby.

Dangeau étoit un gentilhomme de Beauce, tout uni, et huguenot dans sa première jeunesse; toute sa famille l'étoit qui ne tenoit à personne. Il ne manquoit pas d'un certain esprit, surtout de celui du monde, et de conduite. Il avoit beaucoup d'honneur et de probité. Le jeu, par lequel il se fourra à la cour, qui étoit alors toute d'amour et de fêtes, incontinent après la mort de la reine mère, le mit dans les meilleures compagnies. Il y gagna tout son bien; il eut le bonheur de n'être jamais soupçonné; il prêta obligeamment; il se fit des amis, et la sûreté de son commerce lui en acquit d'utiles et de véritables. Il fit sa cour aux maltresses du roi; le jeu le mit de leurs parties avec lui: elles le traitèrent avec familiarité, et lui procurèrent celle du roi. Il faisoit des vers, étoit bien fait, de bonne mine et galant; le voilà de tout à la cour, mais toujours subalterne. Jouant un jour avec le roi et Mme de Montespan dans les commencements des grandes augmentations de Versailles, le roi, qui avoit été importuné d'un logement pour lui et qui avoit bien d'autres gens qui en demandoient, se mit à le plaisanter sur sa facilité à faire des vers, qui, à la vérité, étoient rarement bons, et tout d'un coup lui proposa des rimes fort sauvages, et lui promit un logement s'il les remplissoit sur-le-champ. Dangeau accepta, n'y pensa qu'un moment, les remplit toutes, et eut ainsi un logement.

By **GOTHICUS.**

Dangeau was a poor nobleman of Beauce, absolutely simple and unaffected; in his young days he was a Huguenot, as were all the members of his family, who were free to act independently. He was not lacking in discernment, especially as regards the usages and manners of society. He was the soul of honour and integrity. By his skill at cards he obtained a footing at court, and was thus enabled to mix with the best society, for at that time,

(Continued on page 480.)

UNIVERSITY OF EDINBURGH.

Chancellor: The Right Hon. A. J. BALFOUR, M.P., D.C.L., LL.D., &c.

Rector: (Vacant).

Principal and Vice-Chancellor: Sir J. ALFRED EWING, K.C.B., M.A., LL.D., F.R.S.

Secretary of Senatus: Professor Sir LUDOVIC J. GRANT, Bart., B.A., LL.D.

The **Winter Session** begins about the beginning of October and closes about the middle of March.

The **Summer Session**, except in Law, extends from about the middle of April to the end of June.

The University embraces **Six Faculties**, viz.: **Arts, Science, Divinity, Law, Medicine and Surgery, and Music**, in all of which full instruction is given and Degrees are conferred. There are many different avenues to the **Arts Degrees**, the graduation subjects embracing English, History, Modern Languages, Science, &c., besides Ancient Languages, Philosophy, Mathematics, &c. The wide scope of the Arts Curriculum permits of the Combination of Arts, Science, Medical or Special Studies, and it has been shown by successes of Edinburgh students in the Civil Service Examinations that it is possible to combine study for Degrees in Arts, Science, or Law with preparation for this and other Special Examinations. In addition to the Ordinary and Honours Degrees in Arts, the Higher Degrees of D.Litt., D.Phil., and D.Sc. are conferred. **A Diploma in Education** is conferred upon duly qualified candidates. Education in Military subjects is given in connexion with the Scheme of Allotment of Army Commissions to Graduates of the University. Degrees in **Science** (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering, Public Health, and Veterinary Science**; and the Degree of B.Sc. in **Agriculture and Forestry**. There are fully equipped Science Laboratories, and other necessary appliances, in all these Departments. The curriculum in **Divinity** affords a thorough training in Theological subjects, and the Degree of Bachelor of Divinity (B.D.) is conferred. The **Law** Faculty, besides furnishing the professional equipment necessary for those intending to practise in Scotland, contains Chairs in Jurisprudence and Public International Law, Constitutional Law and Constitutional History, Roman Law, and Political Economy, as also Lectureships in other important branches of the Law, and is thus adapted for students preparing for the Civil Service Examinations, and for legal, political, and administrative appointments generally. The Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.) are conferred. The Faculty of **Medicine** has a full curriculum in Medicine and Surgery, and is equipped with very extensive Laboratories and all other necessary appliances for Practical Teaching. Ample facilities are afforded for Clinical Instruction at the Royal Infirmary, Maternity Hospital, Royal Hospital for Sick Children, Hospital for Infectious Diseases, and Royal Asylum for the Insane. Four Degrees in Medicine and Surgery are conferred by the University, viz.: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.); and these Degrees qualify for practice throughout His Majesty's dominions, and for admission to the Naval, Military, and other Public Medical Services in the United Kingdom. **A Diploma in Tropical Medicine and Hygiene** (D.T.M. & H.) is conferred on Graduates in Medicine of the University, and specially approved Medical Practitioners who have resided abroad. There is also a **Diploma in Psychiatry** (Dipl. Psych.). A University **Certificate in Tropical Diseases** is conferred on qualified Medical Practitioners who have attended Courses in the University on practical Bacteriology and Tropical Diseases. In **Music** there is a full course of study for graduation, and the Degrees of Mus.B. and Mus.D. are conferred.

The University Staff consists of 43 Professors, over 90 Lecturers, and about 60 Assistants and Demonstrators. The annual amount available for Fellowships, Scholarships, Bursaries, Prizes, &c., is about £20,305. Facilities are afforded for research in scientific and other subjects.

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immediately after the death of the Queen Mother, the court devoted itself heart and soul to gallantry and the pursuit of pleasure. He made all his money by play, but luckily no breath of suspicion ever attached itself to him. He lent money with ready compliance; he was very popular, and his trustworthiness secured for him the best and truest of friends. He courted the favour of the royal mistresses, and was included in their card-parties with the King; they treated him with affability, and their good offices procured for him the friendship of his Royal master. He wrote verses, was well set-up, handsome, and courteous; he took a part in every affair at court, though invariably in a subordinate rôle. One day, during the early stages of the extensive additions at Versailles, he was playing with the King and Mme de Montespan, when the King, who had been pestered to assign him an apartment, and had many other similar claimants, began to rally him on his skill in the making of verses—which, by the way, were seldom good—and, on the spur of the moment, suggested some very outlandish rimes, promising him an apartment if he completed the stanzas then and there. Dangeau accepted the challenge, and, after a few moments' thought, accomplished the task, and thus secured the coveted apartment.

The character of Dangeau is a good specimen of Saint-Simon's *Mémoires*. Dangeau is one of his *bêtes noires*, and, though he paints what he sees, yet he sees all with jaundiced eyes, hints at a fault, and damns with faint praise. Dangeau, who belonged to one of the oldest families in France, is "a gentleman of Beauce, without pretensions, who began life as a Huguenot like the rest of his family, who had no party ties"—as we should say, he came of a respectable Dissenting family. Littré, quoting the passage, gives for "tout uni," "un homme simple et sans prétensions." "He was not lacking in parts, especially those that shine in social life and in conduct." The style is *décomposé*, and the next sentence needs some remodelling to turn it into easy English. "The Court at that period had plunged into festivities and love-making on the death of the Queen Mother, and, thanks to his skill as a gamester, he wormed his way into Court life and the highest society in the land." "He had the good fortune never to be even suspected." This sounds strange after the statement that he was a man of honour, and Saint-Simon obviously suggests that he may have

cheated, but was never found out. *La sûreté de son commerce*: "his trustworthiness in business matters." *Il fit sa cour*: "he paid every attention to," not "he made love to." *Le voilà de tout à la cour*: "thus we see him taking part in everything that went on at Court, but always a subordinate part." *Jouant*: note the syntactical irregularity, which may well be retained in English: "playing one day with the king . . . the king," &c. Few understood, or showed that they understood, the exact task set by Louis. The king invented, or more probably read out, some ridiculous or far-fetched *bouts-rimés*, and Dangeau was challenged to complete impromptu the lines. "Chaff" is clearly too modern a word for *plaisanter*: "quiz" will suit. *Logement* is, of course, an apartment in the new buildings of Versailles. "Gothicus" is a little stilted, as in the sentence "they treated him with affability, &c.," for "on familiar terms, and induced the King to do likewise."

We classify the 77 versions received as follows:—

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HOLIDAY PRIZE.

War conditions, especially restrictions on photography and sketching, prevent us from offering Holiday Prizes this year, but we intend to offer the usual Translation Prize in September.

These School and Teachers' Advertisements are continued from page 445.

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GYMNASTIC, DANCING, and GAMES MISTRESSES.—**LIVERPOOL PHYSICAL TRAINING COLLEGE.**—Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elucation. Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—**PRINCIPAL**.

MUSIC MISTRESS, L.R.A.M., A.R.C.M. (Piano), late sub-Professor R.A.M. (Piano). Certificated Teacher R.A.M. Bronze, Silver Medalist. Subjects: Piano, Harmony, Theory, Form, Analysis, Class Singing, Ear Training, Musical Dictation, and Sight Singing. Musical appreciation, preparation for all Examinations, experienced. Requires post, non-resident or resident. Address—No. 10, 185.*

LADY (late Principal of Girls' School) desires post in September as **HOUSE MISTRESS**, or would take non-resident post as **SECRETARY** to Head Mistress. Well educated, capable, methodical, thoroughly domesticated; accustomed to School work in all branches. Good testimonials. Address—No. 10, 212.*

BOYS' Preparatory School.—Experienced **GOVERNNESS** desires re-engagement for September. Special subjects Music and French. Address—No. 10, 213.*

QUALIFIED Mistress seeks non-resident post in or near London or South Coast as **K.G. or FORM MISTRESS**. Higher Froebel. Experienced. Swedish Drill. Games. Would accept part time post. Address—No. 10, 214.*

ENGLISH MISTRESS (Cambridge Higher Local) seeks non-resident post in School near Streatham or Croydon. Special subjects: History and Literature. Other subjects undertaken. Testimonials; 10 years' experience. Address—No. 10, 215.*

Posts Wanted—continued.

MUSIC MISTRESS, experienced, desires resident or non-resident post. Piano, Solo and Class singing. Associate Trinity College, London. Theory, Harmony, Elem. Violin; some English subjects.—Miss **MARTIN**, 13 Teme Street, Tenbury, Wells.

WANTED, by thoroughly experienced **MODERN LANGUAGE MISTRESS** (German and French), a responsible post, with opportunities of organization. Long residence abroad. Cambridge Tripos; Cambridge Teachers' Certificate. Former Scholar of Newnham College, Cambridge; Research University College, London. Address—No. 10, 217.*

GYMNASTIC STUDENT, one year's experience in good High School, would give services for emoluments.—**B.**, 6 Bridge Street, Wisbech.

LANGUAGE MISTRESS, experienced, successful examinations, seeks re-engagement. Modern Languages (abroad), Latin, English, Arithmetic, Greek.—**H.**, 63 St. Mary's Road, Oxford.

GENTLEWOMAN (young) seeks re-engagement (September) in Girls' School as **LADY HOUSEKEEPER** or **HOUSE-MISTRESS**. Thoroughly experienced. Churchwoman. Interview. Salary—Miss **HEAD**, at The Chantry, 30 Uxbridge Road, Ealing, W.

MUSIC-MASTER and ORGANIST (retiring) of large Public School would be glad to take sole charge of the Music in a School of not more than 200 boys. Address—No. 10, 218.*

ADVERTISEMENT and other matter for **SEPTEMBER** issue should reach the office by **August 23rd**. Urgent Notices of Posts Vacant and Wanted can be received up to **August 25th** (first post).

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C. Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

Posts Wanted—continued.

LADY recommends clever young **FRENCH MISTRESS**, Brevet d'Instituteur, Baccalauréat (Part I). Parisian accent. Fluent Spanish, very good Music, Drawing, Needlework, Cycling: abstainer. — 19 F. HOOPER'S, 13 Regent Street. Others. Introduction free.

HEAD MASTER, now retiring, warmly recommends his "valued and loyal **MATRON**." Churchwoman: good organizer: kind sick nurse: thoroughly domesticated. "Marked ability in management of servants." — 610 H. HOOPER'S, 13 Regent Street. Introduction free.

WANTED, in September, resident post as **SENIOR ASSISTANT MISTRESS** in Private School. Intermediate Arts, London University: Cambridge Teachers' Certificate: Registered. English subjects, Mathematics, Latin, French: experienced. — (Miss) A. RIDGEWOOD, St. George's House, Enfield, Middlesex.

YOUNG French woman, Brevet Supérieur and Diplôme de fin d'études secondaires, desires post in an English School. — Mademoiselle SUZANNE WILHELM, 8 Avenue de la Gare, Périgueux, Dordogne, France. Particulars also from Miss Rushworth, 40 Langer Road, Willesden, London, N.W.

MATRON-HOUSEKEEPER, HOUSEKEEPER-SECRETARY, KEEPER. — Lady, experienced capable worker. Secretarial Duties, Housekeeping (all departments), Needlework, seeks position of trust. School, College, or Institution. Methodical, adaptable: very successful Housekeeper. Take entire charge. Excellent References. — ELISIZ, c.o. St. Katharine's School, Wantage, Berks.

REGISTERED Secondary Teacher, with L.L.A. and Cambridge Higher Local Certificates, desires responsible post as **WARDEN**, **VICE-PRINCIPAL**, **LADY HOUSEKEEPER**, **SECRETARY**, or similar post in good Girls' College or Hostel. Thoroughly experienced on domestic side. — Miss ADAMS, 10 Dix's Field, Exeter.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

For a Select List of

HOLIDAY QUARTERS,
OFFERED AND REQUIRED,
see end of this section.

SCHOLASTIC. — SEPTEMBER VACANCIES. — Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (immediately) with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.** Notice sent at once of all suitable appointments.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen. MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N.

WANTED, for September 19th:—

(1) **ENGLISH MISTRESS** (with Drill and Games). (2) **ART MISTRESS** (with Nature Study, if possible). (3) **MUSIC STUDENT** and (4) **STUDENT TEACHER** (prepare for Higher Examinations). All Resident. — **HEAD MISTRESS**, Annandale, Ilkley.

TUTOR required (ineligible for Army or invalided home). Four pupils, 10-13. English, French, Music. £100: non-resident. Use of unfurnished cottage if desired. — **HOOPER'S**, 13, Regent Street, London. No booking fee. Stamp.

Posts Vacant—continued.**CITY OF SHEFFIELD**
EDUCATION COMMITTEE.

CENTRAL SECONDARY BOYS' SCHOOL.
Wanted, in September next, for the period of the War:—

GEOGRAPHY SPECIALIST, Master or Mistress: commencing salary—Master £160, Mistress £140 per annum, non-resident.

FRENCH SPECIALIST, Master or Mistress, at same salary.

To a highly qualified man, who must be ineligible for Military Service, a larger salary might be offered. Forms of application, which may be obtained from the undersigned, should be sent to the Principal not later than Thursday, 10th August.

G. S. BAXTER, Secretary.

Education Office,
July, 1916.

CITY OF NOTTINGHAM
EDUCATION COMMITTEE.

MUNDELLA SECONDARY SCHOOL (MIXED).

Wanted, after the Midsummer Holidays, an experienced **FORM MISTRESS** for the above-named School. (Graduate of a British University preferred.) Applicants should possess special qualifications in English, History, or Latin.

Salary £120 to £150 per annum, according to qualifications and experience. The appointment will be made for the period of the War, and may become permanent when normal conditions prevail.

The person appointed must be prepared to commence duties on Tuesday, 12th September.

Forms of application, which must be returned not later than Monday, August 28th, may be obtained from the **EDUCATION OFFICE**, South Parade, Nottingham, on receipt of stamped addressed envelope or wrapper.

W. J. ABEL,
Clerk to the Committee.

MUSIC MISTRESS required in

School in country. Good Piano and Class Singing essential; also some English. Ablett's Drawing desirable. Must have had Boarding School experience. Write, stating age and salary—V. 109, c.o. SHELLEY'S, 38 King William Street, E.C.

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—**PRINCIPAL**, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

GOVERNESSES WANTED.—

(Kent.) Girls 17-14: thorough English, fluent French, Drawing, Painting: £55.—(Warwick.) Young, clever teacher: girl, 11: £40.—(Chester.) Three girls: £45.—**HOOPER'S**, 13 Regent Street, London. Many excellent vacancies. No booking fee. Stamp.

£60-£100, resident.—**ASSISTANT**

MISTRESS required, Ladies' College. Mathematics, Sciences (Metric standard). Some subsidiary subjects. Gentlewoman, interested in training of character.—**HOOPER'S**, 13 Regent Street. Other excellent vacancies for next term. Stamp. No booking fees.

WISBECH HIGH SCHOOL for

GIRLS.—Wanted, in September, a **SCIENCE MISTRESS** to teach Botany, Elementary Chemistry and general Science, also Geography. Candidates unable to offer Geography may apply, and should state subsidiary subjects. Salary £110 to £125, according to qualification.—Apply at once to **HEAD MISTRESS**.

KINDERGARTEN STUDENT

wanted. Preparation for Examinations.—**PRINCIPALS**, Cranford House, Westbury Rd., Bristol.

ADVERTISEMENT and other

matters for **SEPTEMBER** issue should reach the office by **August 23rd**. Urgent Notices of **Posts Vacant** and **Wanted** can be received up to **August 25th** (first post).

Posts Vacant—continued.**UNIVERSITY OF BRISTOL.**

ELEMENTARY TRAINING DEPARTMENT
(WOMEN'S DIVISION).

INSTRUCTOR IN PHYSICAL EXERCISES.

The University will, in the month of September, proceed to the above appointment. Board of Education syllabus. Four half-days needed. Remuneration £60 per annum.

Applications to the REGISTRAR.

COUNTY BOROUGH OF
BOOTLE.

SECONDARY SCHOOLS FOR GIRLS.

Head Mistress: Miss L. TAYLOR, M.A.

Wanted, in September, fully qualified **MISTRESS** to take charge of Preparatory Department. Higher N.F.U. Certificate essential, and some experience in training students for N.F.U. Examinations desirable. Initial salary £90 to £110, according to qualifications. Applications, stating age, qualifications, and experience, must reach the **HEAD MISTRESS** by 7th August, 1916.

ST. MARGARET'S SCHOOL,

POLMONT, STIRLINGSHIRE.—Wanted, in September, a **SCIENCE** and **MATHEMATICAL MISTRESS**. Subsidiary subject: Geography. Degree or equivalent essential. Salary £120-£130, non-resident.—Apply to the **HEAD MISTRESS**.

HORTICULTURAL COLLEGE,
SWANLEY.

The Governing Body of the Women's Horticultural College, Swanley, Kent, invite applications for the post of Resident **LADY PRINCIPAL**. Age 35-50. Salary £250 per annum, with rooms and board.

The Principal will be responsible for the education and control of, and the catering for, the students (female only) who number about 90. Previous experience of Educational administration and evidence of business ability will be required.

Applications, with copies of not more than three recent testimonials, should be sent to:—

THE SECRETARY TO THE GOVERNORS,
Horticultural College,
Swanley, Kent,

from whom further particulars may be obtained.

NATIONAL SOCIETY'S TRAIN-
ING COLLEGE FOR TEACHERS OF
DOMESTIC SUBJECTS, BERRIDGE HOUSE,
WEST HAMPSHIRE.

Required, in September, Lady to fill the post of **VICE-PRINCIPAL** of the College, **LECTURER IN EDUCATION**, and **MISTRESS OF METHOD**. Salary, £140, rising by increments of £10 a year to £180, with full board and residence. Superannuation scheme. Applications, to be made in writing only, stating qualifications and previous experience, and enclosing copies of not more than three testimonials, should be sent to the **PRINCIPAL**, Berridge House, Fortune Green Road, West Hampstead.

SOUTH AFRICA.—Required,

January, Roodean High School, Transvaal, qualified **SCIENCE MISTRESS**, 25 to 35. Resident post. Passage paid. Apply for particulars, **EDUCATION SECRETARY**, 23 Army Navy Mansions, Victoria Street, S.W.

YOUNG Lady, as **KINDER-**

GARTEN and **JUNIOR ENGLISH MISTRESS** in High School. Drawing and Drill also required. Training or Certificate essential. Church of England. Apply—**HEAD MISTRESS**, High School, Wells, Somerset.

TWO RESIDENT MISTRESSES,

with Degree or Diploma, wanted. Private School. Latin, French, German, English, Mathematics, Botany or Nature Study, Needlework. Evangelical views. State salary required.—**PRINCIPAL**, The Mount, Folkestone.

TORQUAY SECONDARY

SCHOOL (GIRLS).—Wanted, for Autumn Term, commencing September 12th, a **SCIENCE MISTRESS**. Botany (principal subject), Biology, Physics, and Chemistry. Preference given to applicant with University Degree and good teaching experience. Salary as per scale, commencing at £100, by £10 to £140. For fixing initial salary regard may be paid to qualifications and experience. Send stamped addressed foolscap envelope to the **CLERK TO THE GOVERNORS**, Education Office, Town Hall, Torquay, for application form.

TO ASSISTANT MISTRESSES.

Telegraphic Address—
"SCHOLASQUE, LONDON."

SEPTEMBER VACANCIES.

Telephone—
GERRARD 7021

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C., Invite Immediate applications from well qualified Assistant Mistresses for the following Appointments.

ENGLISH, CLASSICAL, AND GENERAL FORM VACANCIES.

Mistress for Secondary School near London. Piano, Latin, and Mathematics. £135 non-resident.—No. 787.

Assistant Mistress for Grammar School to take History and Latin. £120 non-res.—771.

Assistant Mistress for important Polytechnic School near London to teach English to boys 14 to 16 years of age. £180 non-res.—769.

Required for Grammar School (Seaside). **Mistress** to take Mathematics, English, History, and Geography. £120 non-resident.—No. 765.

Graduate or equivalent for County School to take French and History. £120 non-res.—759.

History Mistress for Secondary School. £110 non-resident.—No. 737.

Required, for Boys' Grammar School. **Mistress** for History, junior Latin, and French. £140 non-resident.—No. 735.

Graduate for School near London to take English, History, Geography, Nature Study, and Drawing. £65 resident.—No. 724.

Mistress for Girls' Grammar School. Mathematics, French, and Modern Geography. £110 non-resident.—No. 720.

Mistress for first-class Boys' Preparatory School on South Coast. Form work, with Mathematics or French or Music as special subject. £75 resident.—No. 718.

Required, for first-class Boys' Preparatory School. **Mistress** for Music, some Drawing, and elementary subjects. £60 (about) res.—700.

Required, for important High School near London. **Mistress** for English and Geography. £120 non-resident.—No. 821.

Mistress for Secondary School near London. Arithmetic and French. £135 non-resident.—825.

Lower Form Mistress for Girls' Secondary School in Yorkshire. Degree or training looked for. Fairly good salary non-resident.—No. 827.

Mistress for important Boys' Day School. Usual Form subjects. £70 resident.—No. 810.

Mistress for Welsh Intermediate School. Drawing and Physical Exercises. Some Form subjects desirable. £110 non-resident.—No. 818.

Form Mistress for large, important School for Boys. History special subject. £130 non-resident.—No. 816.

Mistress for small Public School. Latin, French, English, and Mathematics. £70 resident.—780.

Required, for Secondary School. **Mistress** for Geography and History. £125 non-res.—806.

Required, for County School. **Senior Assistant Mistress**. English Language and Literature; also Needlework. £130 non-resident.—No. 798.

Assistant Mistress for Grammar School. Geography and Music, English to Junior Forms. £140 non-resident.—No. 797.

Mistress to take Drill, Piano, Singing, and Junior Form subjects. County School. £100 non-resident.—No. 796.

Required, for Welsh Intermediate School. **Mistress** for Geography and Lower Form work. £100 non-resident.—No. 794.

Assistant Mistress for Grammar School. History and Latin, or elementary Latin and Mathematics. £60 to £80 resident.—No. 674.

Assistant Mistress for Public School near London. Principal subject: Geography. £100 non-resident.—No. 659.

Assistant Mistress for School near London for History and some English. £80 res.—658.

Mistress for Boarding School at Seaside. Modern Geography and Mathematics. £60 to £70 resident.—No. 653.

English, Classical, and General Form Vacancies—continued.

English Mistress for large School. 220 pupils. £120 non-resident.—No. 649.

Classical Mistress for important School. Liberal salary resident.—No. 638.

Required, for School in London. **Mistress** to take Mathematics, elementary Latin and English. £60 resident.—No. 609.

Assistant Mistress for Boys' Preparatory School near London. Latin and ordinary work. £60 resident.—No. 577.

English Mistress required for family in Portugal. R.C. preferred. French (to speak), some Music and Drawing. £60 resident.—784.

Two Mistresses for Boys' School. One to take good French and some Junior subjects and one for History and Geography, also some Drawing. £60 to £70 resident in each case.—Nos. 836 and 837.

Mistress for English and Mathematics for Lower Forms for Dual School. Graduate preferred. £80 resident.—No. 835.

SCIENCE AND MATHEMATICAL VACANCIES.

Mathematical Mistress for Public Secondary School for Girls. £80 or more resident.—No. 813.

Mistress for Grammar School. Mathematics and Latin. £110 non-resident.—No. 809.

Natal. — **Mistress** for Good Mathematics. English as second subject. £120, rising to £140, resident. Wanted February 6, 1917. Passage paid.—No. 826.

Two Assistant Mistresses for County Secondary School. Science and Mathematics. £120 and £140 respectively.—No. 817.

Required, in important High School for Girls. **Mistress** for Botany, Mathematics, and some Geography. £135 non-resident.—No. 815.

Mathematical Mistress for Secondary School. £120 non-resident.—No. 807.

Required, for Boys' Grammar School. **Mistress** for Chemistry, Physics, and Mathematics. £130 non-resident.—No. 791.

Science Mistress for School in Hampshire (Seaside). £100 non-resident.—No. 789.

Mistress for important London School. Science, Geography, Nature Study. £150 non-res.—780.

Canada. — **Mistress** for Mathematics and English. £100 resident.—No. 783.

Mathematical and Science Mistress for Boys' County School in Wales. £150 non-resident.—No. 766.

Mathematics and Science for Grammar School. £110 non-resident.—No. 761.

Mathematical or Science Mistress for Municipal Secondary School. Good salary non-resident.—No. 756.

Mathematical and Science Mistress for important Private School. £60 to £100 resident.—No. 743.

Graduate for Botany, Chemistry and Physics, junior Mathematics. Seaside School. £85 resident.—No. 742.

Required, for Girls' Public School. **Mistress** for Botany and Geography. £85 res.—739.

Junior Mathematical and Science Mistress for Boys' Grammar School. £140 non-resident.—No. 736.

Mistress for Chemistry and Physics for Boys' School. £80 to £90 resident.—No. 725.

Graduate or equivalent, for Mathematics and Geography or Chemistry. £130 non-res.—719.

Chemistry, Physics, and elementary Mathematics, for Secondary School for Boys. £170 non-resident.—No. 673.

Science and Mathematical Vacancies—continued.

Mistress for County School to take Chemistry. £140 non-resident.—No. 669.

Required, for Training College. **Mistress** for Mathematics and Geography. £80 res.—665.

Mistress for Grammar School. Chemistry, Junior Mathematics. £140 non-resident.—691.

Mistress to take Botany, Physics, and Nature Study. High-class School near London. £65 resident.—No. 701.

Required, for Convent School. Mathematical, and Geography, also Botany. £65 resident.—686.

Science Mistress for School in Scotland. Mathematics, Botany, and Physics or Chemistry. £130 non-resident.—No. 685.

Mathematical Mistress for County School. Graduate looked for. £120 non-res.—No. 716.

Mistress for Private School. Mathematics and Botany. £60 resident.—No. 710.

Mathematical and English Teacher for Private School. £60 resident.—No. 662.

Mistress for Chemistry for County School. £140 non-resident.—No. 631.

MODERN LANGUAGE VACANCIES.

Mistress for first-rate French for Boys' College. £90 resident.—No. 726.

French Mistress for Grammar School. Able to take elementary Form Work. £100 non-resident.—No. 656.

Graduate to take good French and some subsidiary subject. County School. Fair salary non-resident.—No. 825.

KINDERGARTEN VACANCIES.

Fully qualified Kindergarten Mistress for Public College. £60 resident.—823.

Junior Form Mistress with N.F.U. Certificate. £80 non-resident.—No. 819.

Natal. — **Kindergarten Mistress** holding Higher Certificate. £90 resident. Passage paid.—No. 781.

Fully qualified Kindergarten Mistress for Grammar School for Girls. £85 non-resident.—No. 772.

Kindergarten Mistress fully certified. Able to train students. Fair salary resident or non-resident.—No. 740.

Two Kindergarten Mistresses for Schools near London. £55 and £40 respectively, resident.—Nos. 792 and 538.

VACANCIES FOR PHYSICAL TRAINING MISTRESSES.

Gymnastic; Drill, Games, and Swimming. £60 to £90 resident. Private School.—No. 675.

Gymnastic and Games Mistress for County School. £140 non-resident.—No. 663.

Gymnastic and Games. High-class Private School. £50 resident.—No. 571.

VACANCIES FOR TECHNICAL MISTRESSES.

Mistress for Cookery, Needlework, Housewifery, Dressmaking. First-class School near London. Liberal salary.—No. 812.

Mistress for Cookery. Some subsidiary subject. £50 resident. Private School.—No. 800.

Domestic Science Mistress for first-class School near London. Good salary res.—705.

Lecturer in Needlework and Handwork for Training College. Domestic Science desirable. £80 resident. Churchwoman desired.—No. 664.

300 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

NUMEROUS POSTS FOR MISTRESSES REQUIRING SALARIES OF £25 TO £35 RESIDENT.

80 STUDENT-GOVERNESSES also required for superior Schools on mutual terms, namely:—Board Residence, and Educational advantages in return for services.

A List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student-Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 444 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

KING EDWARD VI GRAMMAR SCHOOL,
LOUTH, LINCOLNSHIRE.

GIRLS' SCHOOL.

Applications are invited for the post of HEAD MISTRESS of the above School.

Duties to commence if possible at the beginning of the Autumn Term, 19th September next.

Candidates must have University Degree or its equivalent, with good Secondary School experience.

Salary, £250, with a capitation payment of £1 on all pupils exceeding 70 in number.

Present number, 95.

Further information may be obtained on application to the undersigned, to whom applications (with 20 copies thereof and of 3 testimonials), stating age, qualifications, and experience, must be sent to arrive on or before 12th August next.

No personal application is to be made to any Governor.

H. F. V. FALKNER,

Louth, 18th July, 1916. Clerk to the Governors.

COUNTY BOROUGH OF SUNDERLAND.

TRAINING COLLEGE.

Wanted, a LECTURER IN HISTORY—man or woman—qualified to teach and lecture in this subject (Graduate preferred).

The appointment will be temporary, and may be taken as for the duration of the War, or alternatively, until the release of the present History Lecturer from military service.

It will be an additional qualification if the applicant can offer Mathematics as subsidiary subject.

The salary will be at the rate of £150 per annum.

Applications should be made by letter, accompanied by copies of three recent testimonials, and should reach the undersigned not later than 19th August, 1916.

HERBERT REED,

Secretary to the Education Committee.

Education Department,
15 John Street, Sunderland,
July, 1916.

BALDOVAN INSTITUTION FOR MENTALLY DEFICIENT CHILDREN, NEAR DUNDEE.

The Directors invite applications for the post of Resident HEAD MISTRESS. Trained, Certificated teachers only considered. Salary according to qualifications and experience.

Further information can be obtained from, and applications received until 1st September, by DON & STEWART, C.A., Secretaries, Bank Buildings, 2 Union Street, Dundee.

CHAPEL ALLERTON GIRLS' HIGH SCHOOL.

Required, in September, MISTRESS to teach elementary Science, Nature Study, Mathematics, and Geography. Degree and experience essential. Ability to teach Class Singing desirable. Commencing salary, £120 to £140, according to qualifications and experience.

Application forms may be obtained from the undersigned, to whom they should be returned at once.

JAMES GRAHAM,

Education Department, Secretary for Education,
Calverley Street, Leeds.

ORME BOYS' SCHOOL, NEWCASTLE-UNDER-LYME.—ASSISTANT MISTRESS required on September 12th, to teach one of the following:—Mathematics, Geography, French, History. Salary, £120 per annum non-resident. Somewhat more would be offered to a lady able to teach higher Mathematics, or possessing good experience. Applications to be sent at once to the HEAD MASTER.

Application forms may be obtained from the undersigned, to whom they should be returned at once.

JAMES GRAHAM,

Education Department, Secretary for Education,
Calverley Street, Leeds.

HANTS COUNTY COUNCIL.

WOOLSTON PUPIL-TEACHER CENTRE.

Wanted, for 15th October, HEAD MISTRESS. Graduate or equivalent. Commencing salary, £160.

Application to be made on form, sent on receipt of stamped addressed foolscap envelope, to be returned by 4th September to D. T. COWAN, Director of Education, The Castle, Winchester.

Posts Vacant—continued.

BRADFORD EDUCATION COMMITTEE.

HANSON GIRLS' SECONDARY SCHOOL.
Wanted, for October 1st, LOWER FORM MISTRESS, qualified to teach ordinary Form subjects in her own Form, and Lower Form Mathematics.

Degree with good Mathematics, training, or experience, and ability to help in games essential. Nature Study a recommendation. Salary according to qualifications and experience. Applications on forms to be obtained from this Office should be returned at once to the Director of Education.

By Order.

Education Office, Town Hall, Bradford.
July 21st, 1916.

PLYMOUTH EDUCATION AUTHORITY.

DEVONPORT SECONDARY SCHOOL FOR GIRLS.

Head Mistress: Miss A. HILL, M.A. (Lond.).

Applications are invited for the post of SENIOR GEOGRAPHY MISTRESS to commence duty on September 12th. Degree essential. Special Geography qualifications. Salary £100 per annum, rising by annual increments of £10 to £160. Experience elsewhere may be taken into account in fixing the initial salary. Forms of application (returnable on or before August 16th) may be obtained at the Education Office, Cobourg Street, Plymouth.

E. CHANDLER COOK,

Education Secretary.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Resident ASSISTANT MISTRESSES wanted, to begin work as soon as possible:—

(1) MUSIC MISTRESS, L.R.A.M. or A.R.C.M. with special qualification in Singing, to teach Singing, Solo and Class. Salary £90, £100, and £110 in three successive years.

(2) JUNIOR FORM MISTRESS with usual English subjects, and Arithmetic up to Lower Third Standard, Nature Study and either Sewing or Ablett Drawing. Salary £70, £80, and £90 in three successive years.

The School is Boarding and Day under a Committee. Board and residence during holidays if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

NEWPORT ELEMENTARY EDUCATION COMMITTEE.

Trained, Certificated ASSISTANT MISTRESS required for the Girls' Department of the Higher Elementary School, to commence duties on August 29. Candidates must be fully qualified to teach Chemistry and Physics, and Mathematics to at least Matriculation standard. Applications, stating age, qualifications, and experience, and copies of at least three recent testimonials, should reach me immediately. The commencing salary will vary according to experience, and will rise by £5 annual increments to a maximum of £150, subject to satisfactory service.—T. ARTHUR EAVES, Secretary and Executive Officer, Education Offices, Charles Street, Newport, Mon., July 6, 1916.

ROYAL GRAMMAR SCHOOL, CLITHEROE.—ASSISTANT MASTER

wanted in September. Graduate. Latin and Literature mainly: some experience. Lancashire scale of salaries.—C. M. HENDERSON, Head Master.

PREPARATORY MISTRESS required. Usual subjects. Preference given to one who can take some Music, Art or Handwork, and Games. School experience essential.—RUDYARD, St. Austell.

COUNTY HIGH SCHOOL, ILFORD.—Required, a SPANISH MASTER or MISTRESS in September, Tuesdays and Thursdays only. Direct Method. Phonetics. Applications, stating salary required, to be made on forms to be obtained from (enclose stamped addressed foolscap envelope) the Acting CLERK to the GOVERNORS.

REQUIRED, in September, for Private Boarding and Day School, ASSISTANT MISTRESS to teach Mathematics, some English subjects and elementary Latin.—PRINCIPAL, Cambridge House, Saffron Walden.

Posts Vacant—continued.

SHREWSBURY SCHOOL.

HEAD MASTERSHIP.

The Governing Body give notice that the Head Mastership of Shrewsbury School will be vacant at Christmas next.

Candidates, who must be Masters of Arts, or of some equal or superior degree in the University of Oxford or of Cambridge, are requested to send in their applications not later than the 31st of August to W. M. HOW, 20 Dogpole, Shrewsbury, from whom full information with regard to the post can be obtained.

Each applicant should state his age, University distinctions, previous career, and present occupation, and should give the names and addresses of at least three persons to whom reference may be made.

No testimonials need be sent.

July 25, 1916.

GLOUCESTERSHIRE EDUCATION COMMITTEE.

ASSISTANT PERIPATETIC INSTRUCTRESS OF PUPIL-TEACHERS (Graduate. Trained) specially qualified in Geography and Needlework or Music (for Cambridge Senior Local Examination) required from September next. Salary £110 to £130, according to qualifications and experience, and expenses. Forms of application (which must be returned by August 15th) and further particulars may be obtained from the SECRETARY, County Education Office, Shire Hall, Gloucester.

CHESHIRE COUNTY COUNCIL.

Applications are invited for the Post of WARDEN of the HOSTEL and SENIOR WOMAN LECTURER (English) at the Cheshire County Training College for Teachers, Crewe. Salary £300 a year, with board and residence. A memorandum giving information about the duties and conditions of appointment of the above Post may be had by writing to the Secretary.

Applications, with copies of testimonials and the names and addresses of persons to whom reference can be made, should be sent to the undersigned not later than the 31st August.

H. D. STRUTHERS,

Secretary.

Education Offices, Municipal Buildings, Crewe.

July 24th, 1916.

COUNTY TECHNICAL AND SECONDARY SCHOOL, WORKINGTON.—Wanted for September Term, for the period of the War, two ASSISTANT MISTRESSES for Science and Mathematics. Salary at the rate of £120 to £140.

Apply—A. B. COLES, M.A., Principal.

ROYAL GRAMMAR SCHOOL (GIRLS'), CLITHEROE.—ASSISTANT MISTRESS wanted in September; non-graduate, experience and training, Geography and Junior school subjects. Salary £100.—Apply HEAD MASTER.

THE MAYNARD SCHOOL, EXETER. MISTRESS required for September. Good Mathematics essential. Latin desirable. Salary from £70 resident, or £115 non-resident.

GOVERNESS required in good class GIRLS' DAY SCHOOL, N. London, for JUNIOR ROOM. Suit student desiring residence (weekly or full time) with free time after 4 o'clock. Address—No. 10, 216.*

LEEDS GIRLS' HIGH SCHOOL.—Wanted MATHEMATICAL MISTRESS, September.—Apply, immediately, to the HEAD MISTRESS at her holiday address, Hinton St. George, Somerset.

YEADON AND GUISELEY SECONDARY SCHOOL.

Wanted, for the duration of the War, an ASSISTANT MISTRESS or MASTER (ineligible for Military Service) to teach Geography principally.

Candidates must hold a University degree (preferably in Honours) and must have had good teaching experience in Secondary Schools.

Commencing salary £120 to £150 per annum according to qualifications and experience.

Form of application may be obtained on forwarding a stamped addressed envelope to the undersigned. Applications to be forwarded at once.

M. RENNARD.

Guiseley, nr. Leeds.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for the AUTUMN TERM for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required to teach Mathematics and English at a first-rate Girls' School on the South Coast. Member of the Church of England essential. Salary £70 res.—No. 4,680.

MISTRESS required for High School for Girls, within easy reach of London, to teach History and Geography. Salary £120 non-res.—No. 4,785.

MISTRESS required for Girls' High School within reach of London, to teach English up to Cambridge Senior standard. Salary £50 res.—No. 4,748.

SENIOR MISTRESS required for first-rate Girls' School within easy reach of London, to teach History, Modern Geography, Literature, and Essay Writing, and to offer, as subsidiary, German, Latin, or Science. Salary £70 res. or £100 non-res.—No. 4,666.

SENIOR MISTRESS required for first-rate Girls' School, to teach Latin, French, and Mathematics up to Matriculation standard. Salary £60 to £70 res.—No. 4,792.

MISTRESS required to teach English to Senior Oxford standard, Modern Geography and Botany, at high-class Girls' School in the East of England. Salary £50 to £60 res.—No. 4,791.

Mathematical and Science Mistresses.

MISTRESS required for high-class Girls' School within reach of London, to teach Mathematics up to Matriculation standard, and to offer as subsidiary Latin or Geography. Salary £110 to £130 res.—No. 4,777.

MISTRESS required to teach Science, Botany, elementary Chemistry, and Physics to Oxford Senior standard, at a Girls' High School North-east of England. Salary £65 res. No residential duties.—No. 4,731.

JUNIOR SCIENCE MISTRESS required to teach Science in Lower Forms, and some Mathematics at a first-rate Secondary School for Boys in the North-east of England. Salary £150 to £160 non-res.—No. 4,782.

MISTRESS required to teach Mathematics, Botany and Geography at a first-rate Girls' School on the South Coast. Member of the Church of England essential. Salary offered according to qualifications and experience, res.—No. 4,738.

MISTRESS required for Roman Catholic Secondary Girls' School on the West Coast, to teach Botany, Physics, and Chemistry. Salary £115 to £130 non-res.—No. 4,660.

MISTRESS required for first-rate Boys' School in the East of England, to teach Mathematics. Salary £80 to £800 res.—No. 4,773.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

SCIENCE MISTRESS for high-class Girls' School in the South-east of England, to teach elementary Science, Geography, and Mathematics. Salary £70 res.—No. 4,419.

Classical Mistresses.

CLASSICAL MISTRESS required for first-rate Boys' School in Scotland, to teach Latin, English, Literature, and Composition. Salary £100 res.—No. 4,674.

ASSISTANT MISTRESS required for important Preparatory School in the North-east of England, to teach Latin and English Literature up to the standard of the top forms. It would be a recommendation to offer Drawing. Salary £120 res.—No. 4,388.

TWO MISTRESSES required for Boys' Grammar School in the West of England, to teach between them Form VI Classics and Classics below VI. Salary, 1st Mistress £150 to £180 non-res; 2nd, £150 non-res.—No. 4,720.

MISTRESS required to teach Classics and French at first-rate Boys' Preparatory School. Salary according to qualifications and experience, res.—No. 4,778.

Kindergarten and Lower Form Mistresses.

TWO MISTRESSES required for first-rate Boys' School in Scotland, to teach between them Mathematics, Drawing, Music and elementary Classics. Salary £75 res.—No. 4,790.

MISTRESS required for first-rate Boys' School on the South Coast, to teach general elementary Subjects, English History, and elementary Latin. Salary £60 res.—No. 4,718.

MISTRESS required to teach elementary work and Swedish Drill at a first-rate Boys' College within easy reach of London. Salary £70 to £90 res.—No. 4,750.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach Junior English, Botany, Drawing, Handcraft, and elementary Science. Salary £50 to £60 res.—No. 4,679.

MISTRESS required for high-class Boys' School in London, to teach elementary subjects, Latin and Arithmetic. Salary £70 to £80 non-res., with dinners and teas.—No. 4,734.

KINDERGARTEN MISTRESS required for high-class Girls' School on the South-east Coast, to teach the usual Form I subjects. Salary £40 to £45 res.—No. 4,632.

Modern Language and Foreign Mistresses.

MISTRESS required for first-rate Boys' College to teach French and German. Salary from £50 to £100 res.—No. 4,682.

MISTRESS required for first-rate Boys' School in the North-east of England, to teach French. Salary £160 to £180 non-res.—No. 4,710.

MISTRESS required for Roman Catholic School for Girls, in the West of England, to teach French. Experience essential. Salary £100 to £120 non-res.—No. 4,780.

MISTRESS required for high-class Girls' School on the South Coast, to teach French. Salary from £50 to £60 res.—No. 3,320.

MISTRESS required to teach English and French for Girls' College in the North-west of England. Salary £55 to £60 res.—No. 4,478.

Music and Art Mistresses.

MISTRESS required for first-rate Boys' Secondary School in the West of England, to teach Drawing. Salary offered according to qualifications and experience, non-res.—No. 4,723.

MISTRESS required for good-class Girls' School on the South Coast, to teach Piano, Theory, Harmony, and elementary Violin. Degree essential. Salary according to qualifications and experience, res.—No. 4,728.

MISTRESS required for first-rate Girls' School on the South-east Coast, to teach Drawing and Painting (Ablett's), Needlework, and Wood-carving. Salary £40 to £50 res.—No. 4,289.

MISTRESS required for first-rate Ladies' College in Scotland to teach Music. Salary £40 to £45 res.—No. 4,598.

MISTRESS required for good class Girls' School on the South Coast, to teach Piano, Class Singing, and Art. Salary £40 to £60 res.—No. 4,509.

Gymnastics and Games Mistresses.

MISTRESS required for Girls' County School in South-west of England, to teach Gymnastics and Games. Salary £100 to £140 non-res.—No. 4,541.

MISTRESS required to teach Drill, Games, Gymnastics, and Junior Music for first-rate Girls' School in the West of England. Salary £60 res.—No. 4,552.

MISTRESS required to teach Gymnastics and Games at a Girls' Collegiate School in New Zealand. Salary £70 res., 2nd class passage paid out.—No. 4,656.

Messrs. GABBITAS, THRING & Co. have on their Books also Vacancies for Student Mistresses, Matrons, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

HOSTELS FOR TEACHERS, RESIDENTIAL AND HOLIDAY QUARTERS OFFERED and REQUIRED.

BURFORD (OXFORDSHIRE).

VISITORS to this historic and interesting town will find every accommodation at Mrs. PRESTON'S. High, bracing. Large, airy rooms.

EASTBOURNE.

3 MILES' Promenade; bracing and sunny. "Leafy Eastbourne," Guide to town and Schools, 1s. 6d. "Register of Accommodation," Guide to amusements, hotels, apartments, 3d. post free.—STRANGE, the Printer.

FLEET, HANTS.

THE CROFT SCHOOL, FLEET, HANTS.—A restful holiday for Teachers wishing to learn School Handicrafts and Natural History during August and September. Apply—PRINCIPAL.

ILFRACOMBE.

APARTMENTS or board. Central, facing Hillsboro', Capston, pier, &c. Three minutes from sea and churches. Large, pleasant rooms. Terms moderate.—Mrs. SCRIBBENS, Brecknock, Ilfracombe.

ISLE OF WIGHT.

MOTORING Holiday in the Isle of Wight. Full week, 70s.; complete motor tour of the Island and all Hotel expenses. No extras. Program—Mr. Dawson Caws, Pier Private Hotel, Cowes.

ISLE OF WIGHT.

VENTNOR.—ELLERSLIE Boarding House. Best and healthiest position; sea view; comfortable rooms; good table. Vacancies August 12th. Terms: 25s. to 30s.—Miss WALMSLEY.

LONDON, N.

PRINCIPAL of good-class Girls' Day School has bedrooms to let to Teachers or Students. Whole or partial board. Reduction for two friends sharing room. Large, well-ordered house. Terms reasonable. Address—No. 10, 221. *

LONDON, N.W.

BEDROOM and Sitting-room offered near Great Central Station. One minute tube, bus, railway. Good cooking. Can be seen after August 23rd.—Write A. D., 13 Cosway Street, Marylebone Road, N.W.

LONDON, S.W.

86 REDCLIFFE GARDENS, S.W.—Residential Club for Ladies, close to Earl's Court Station and tube. From 27s. weekly; full board. Large airy house. Buses to all parts. Telephone: Western 2506.

LONDON, S.W.

VICTORIA, Suffolk Residential Chambers.—Bed-sitting rooms (folding beds, electric light, gas fires), breakfast and dinner, 30s.; two sharing, 25s. each.—PROPRIETRESS, 97 St. George's Road, S.W.

LONDON, S.W.

CHEYNE CLUB (Ladies), 11 Oakley Street, Chelsea.—Large, airy house. Close to river and park. Room and full board from 25s. weekly.—Phone KENSINGTON 4551.

LONDON, S.W.

BOARD Residence in private house. Terms from 30s. to 42s. per week. Room and breakfast from 21s. Telephone.—Miss JOWETT, 62 Longridge Road, Earl's Court.

LONDON, W.

NEW GEORGIAN CLUB (Ladies), White House, Randolph Crescent, W.—Quiet, comfortable; access to gardens at back. Weekly terms from 27s. 6d. for room and partial board. Apply—SECRETARY. Telephone: Padd. 4983.

LONDON, W.

32 SOUTHWICK Street, Cambridge Terrace, Hyde Park, W. Comfortably furnished bedrooms from 5s. weekly. 1d. bus Oxford Circus. Highly recommended.

LONDON, W.

HYDE PARK, W.—Residential chambers for ladies. Large airy houses. Furnished bedrooms, from 12s. 6d. to 21s. Moderate tariff. Reduction 2 sharing.—SECRETARY, 60 Princes Square.

LONDON, W.

LADIES' INTERNATIONAL CLUB, 74 Prince's Square, Bayswater.—Residential Club.—Students and working gentlewomen. Room, breakfast, dinner, from 19s. 6d. to 28s. 6d. Special terms holidays. Two minutes' walk Kensington Gardens.—Write SECRETARY.

LONDON, W.C.

HOSTEL for Professional Women and other Ladies. Near University College and British Museum. Central; quiet.—Miss H. VEITCH-BROWN, 6 Lansdowne Place, Brunswick Square, W.C.

MOTOR TOUR.

LONDON—WYE VALLEY.

SEVEN DAYS, £7. 7s. Private car. Visiting Oxford, Cheltenham, Gloucester, Hereford, Tintern, Chepstow, Monmouth, Deerhurst, Tewkesbury. Leave London Saturdays.—Enclose stamped addressed envelope, "JOURNAL" LIBRARY, Mitcheldean.

OLD COLWYN.

SUPERIOR private apartments, well furnished. Stand high. Magnificent position, facing sea. Five minutes promenade and golf links. Modern conveniences.—BITHELL, Hillbury, South Avenue.

ST. MARGARET'S-ON-THAMES.

TWO unfurnished rooms; use of bathroom; near bus and station.—23 Orchard Road.

TEIGNMOUTH.

L ANHYDROCK, Higher Brimley.—High-class private apartments. Modern semi-detached residence; well furnished lofty rooms; select, residential neighbourhood; healthy, open surroundings; bath. Four minutes beach, station. Highest references.

TORQUAY (near).

DEVONSHIRE (near Torquay).—Board-residence and apartments. Every comfort; piano, bath; indoor sanitation; large garden; excellent cooking; beautiful scenery; farm produce; garage. Terms moderate.—BARTLETT, Chalet Bon Air, Newton Road.

DEAN FOREST.

SEVERN WYE VALLEYS; beautiful Holiday Home (600 feet up); pretty grounds; Bath, Billiards, Tennis, Motor-cars, magnificent Scenery. Boarders 35s. to 42s. Photos, Prospectus.—Littledean House, Littledean, Glos.

* Replies to these advertisements should be addressed "No—The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient ~~loose~~ stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

ADVERTISEMENTS for the above section should reach the office by the 25th of the month. Scale of charges will be sent on application to
WILLIAM RICE, JUNIOR, 3 Ludgate Broadway, E.C.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for next term should apply to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of AUTUMN TERM VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates:—

ENGLISH AND GENERAL FORM MISTRESSES.

- English Lecturer** for Church of England Training College in Home Counties. Degree and experience essential. Res. £100.—A 53716.
- Senior Mistress** in Public Secondary School in North of England, to teach English. Honours degree and experience essential. Non-res. £140, increasing.—A 54760.
- English Mistress** for large Public School for Boys in Egypt. French a recommendation. Res. £100 with passage.—AD 54805.
- Mistress** for Church of England Public Boarding School in Home Counties, to teach Mathematics for Middle Forms, with elementary Latin. Degree or Higher Local Honours. Churchwoman. Non-res. £120, or could be made resident.—A 54978.
- Mistress** for Boys' Preparatory School in South Wales, to teach Latin, English, and Mathematics; French or Swedish Drill a recommendation. Good qualifications, experience, and Churchwoman. Res. £80.—A 54772.
- Mistress** in high-class Preparatory School for Boys on South-east Coast, to teach History throughout the school, with elementary Mathematics. Latin or Geography would be useful as subsidiary subjects. Res. about £80.—A 55003.
- Geography Mistress** for Mixed Public School on North-west Coast. History, elementary Mathematics, or French a recommendation. Degree essential, training if possible. Non-res. £105 to £120.—A 54987.
- English Mistress** for high-class Private Boarding and Day School in London, with History, Latin, and some other subject, such as Geography on modern lines or French. Good qualifications and experience. Res. £70 to £80.—A 54326.
- Mistress** for high-class Private School on South Coast, to teach Geography on modern lines and History (including English History, with a little European and Church History). Scripture or German a recommendation. Good qualifications, experience in coaching for examinations, and Churchwoman. Res. £60.—A 53971.
- Middle Form Mistress** for high-class Private School in Home Counties, able to teach also Geography on modern lines. Good qualifications, with experience with girls of good social position. Res. £60 to £70.—A 52231.

MODERN LANGUAGE MISTRESSES.

- Modern Language Mistress** for Church of England Public Boarding School in Home Counties, to teach German to highest Forms and French to Middle Forms. Good qualifications and experience. Churchwoman. Non-res. £130, or the post might be made resident.—A 54979.
- French Mistress** in Municipal Secondary School in North-eastern County, to teach French in the upper part of the school to Senior Local standard. Temporary for duration of War. Non-res. £160 to £180.—AD 54816.
- French Mistress** for Dual Secondary School in West Midlands, to teach French throughout the school, with either Geography or Needlework. Good qualifications looked for, preference given to one with residence abroad and experience. Non-res. £110 to £120.—A 54595.

CLASSICAL MISTRESSES.

- Classical Mistress** for Grammar School for Boys in Midlands, to take Classics below the Sixth Form. Temporary for one term in first instance. Salary £50 for the term non-res.—AD 54856.
- Classical Mistress** for Girls' County School in North Wales. Honours degree from Oxford, Cambridge, or London. Non-res. £120 to £135.—A 54895.

MATHEMATICAL AND SCIENCE MISTRESSES.

- Science Mistress** for first-rate Endowed School for Boys in South-eastern County, to teach Chemistry and Physics. Temporary post in first instance. Non-res. £120 to £150.—A 54602.
- Mathematical Mistress** for first-class Private Boarding School in the Midlands, to teach Mathematics to Higher Local standard. Elementary Latin a recommendation. Good qualifications and experience essential. Res. £120 increasing.—A 53124.
- Mathematics Mistress** for Public Secondary School for Girls in Midlands. Geography or Botany a recommendation. Honours degree or equivalent, training or experience. Non-res. £110 to £140 increasing.—A 54681.
- Lecturer** for Elementary Training College in the Midlands, to teach Mathematics to Degree standard, with Geography and Games. Honours Degree and Churchwoman essential. Res. from £75.—A 53715.
- Science Mistress** for Boys' Grammar School in the South-west of England. Res. £100 or non-res. £130.—AD 50568.
- Mathematical Mistress** for large high-class Private School near London, to teach Mathematics to Matriculation standard, and some Science. Good qualifications and some experience essential. Res. £60 to £70.—A 54007.

KINDERGARTEN MISTRESSES.

- Kindergarten Mistress** for Boarding and Day School in Natal, able to train students. Higher N.F.U. Ablett's Drawing a recommendation. Res. £90, £100, £110 in three successive years. Outward passage paid.—A 54788.
- Kindergarten Mistress** for large Public School for Boys in Egypt. Res. £100, with passage.—A 54806.
- Kindergarten Mistress** for Girls' High School in India. Froebel Certificate, with good experience essential. Non-res. £160 and passage.—A 54426.

ART MISTRESSES.

- Art Mistress** for important Preparatory School for Girls in Scotland, to teach Handicrafts, chiefly Bookbinding and Carpentry, and good Drawing. Non-res. £100 to £120.—B 53081.
- Art Mistress** for Mixed Public Secondary School in South-west of England, to teach Drawing throughout the School, and give some assistance in the lower part of the School. Good qualifications in Drawing essential. Non-res. £90 to £100, increasing to £120.—B 54972.
- Art Mistress** for Public Secondary Dual School in Wales, to teach Drawing and also Physical Exercises to girls. General Form subjects a recommendation. Good qualifications. Non-res. £110.—B 54952.

MUSIC MISTRESSES.

- Music Mistress** for high-class Private Boarding School on South-east Coast. Good qualifications and Boarding School experience. Res. about £50.—B 55001.
- Music Mistress** for Boys' Preparatory School in Midlands, to teach Pianoforte and Singing, with elementary Form subjects. Res. post, fair salary.—BD 54505.
- Music Mistress** for good-class Private Boarding School on South Coast, to teach Pianoforte, Theory, Harmony, and elementary Viola. L.R.A.M. or A.R.C.M. and experience in preparing for Associated Board Examinations. Res. post, fair salary.—B 54866.
- Music Mistress** for Proprietary Secondary School on South Coast, to teach chiefly Violin, with some Pianoforte and Aural Culture. Experience. Res. £40 to £50.—B 54363.
- Music Mistress** in January for high-class Boarding and Day School in Canada, to teach Pianoforte (performer) and Singing. Res. £83 increasing and passage.—B 53473.
- Music and Art Mistress** for small high-class Private School on South Coast, to teach Pianoforte, Theory, Harmony, Class Singing, and the usual Art subjects. Res. about £60.—B 54433.

GYMNASTICS AND GAMES MISTRESSES.

- Gymnastics and Games Mistress** for high-class Private school on South Coast. Dartford or Bedford training preferred. Res. £60 or more according to experience.—B 52925.
- Gymnastics Mistress** for large Private Boarding School on South-east Coast, to teach Gymnastics, Games, and Dancing. Dartford training desired. Res. £60.—B 54691.
- Gymnastics Mistress** for Co-educational School in Home Counties, to teach Swedish Drill, Hygiene, Physiology, and some other subject or subjects. A lady over 30 preferred. Res. £50 to £70.—B 53821.

TECHNICAL MISTRESSES.

- Domestic Science Mistress** for new Domestic Training School in Home Counties, to teach Cookery, Housewifery, Laundry, and Needlework, and take charge of house. Experienced teacher, with organizing ability, not under 30. Res. about £50 commencing, with good prospects to right woman.—B 53832.
- Mistress** required to take charge of School of Domestic Science in the South of England. Good experience essential. Res. £60 to £70 increasing.—B 54121.

STUDENT-TEACHERS.

Messrs. TRUMAN & KNIGHTLEY always have on their books a large number of Vacancies for **Student-Teachers** on mutual terms or at moderate premiums.

LADY MATRONS AND HOUSE MISTRESSES.

Messrs. TRUMAN & KNIGHTLEY assist qualified **Lady Matrons, Housekeepers, and House Mistresses** to find appointments in Boys' and Girls' Schools.

Ladies desiring further information of any of the above and of other suitable Vacancies should write fully to Messrs. TRUMAN & KNIGHTLEY, stating their age, qualifications, &c., and enclosing copies of their testimonials.

NO CHARGE OF ANY KIND is made to Applicants unless an engagement be secured through this Agency, when the terms are reasonable. Prospectus, terms, &c., will be forwarded on application.

SCHOOL TRANSFERS & PARTNERSHIPS.

A separate Department, under the personal management of one of the Directors, is devoted entirely to the negotiation of School Transfers and Partnerships.

No charge is made to purchasers.

"IT IS CLEAR

that a capable agent who has pursued his calling for years will have gathered, by visits, by personal interviews, and by correspondence, a globe of precepts, and that his profession of recommending schools is no idle pretence."

The Journal of Education, June, 1916.

This is the definition, by a competent judge, of what should constitute a
USEFUL SCHOLASTIC AGENT.

It may be presumed that no one would knowingly make trial of the services of any other kind, but it is still true that a proportion of Principals are induced to yield to the importunities of plausible and worthless concerns, with the resultant loss and disappointment that might be expected. This is a disillusioning experience for which there is no necessity. The established, reliable Scholastic Agencies are not many in number, and they are well known, and their record and standing easily to be ascertained. As one of these we have a sufficient claim to clients' confidence. If, further, we obtain the greater share of Parents' Inquiries, we also take unusual pains to secure them. At present our advertisements are appearing in nearly 400 papers in this country alone; and, outside of enemy countries, the War has made no difference in the circulation of our List of Schools.

As a result, few days pass without at least one letter of thanks from parents who appreciate the assistance we have given them. Principals are equally generous in expressing their indebtedness, as these acknowledgments, received in July from two Head Masters of important schools, testify :—

"Personally, I have found your firm to bring in 90 per cent. of the pupils who come to me through Scholastic Agents."

"I must again express my appreciation of the splendid way you have helped me. It was the best day's work I ever did when I entrusted you with a new prospectus and joined your Agency."

If you have not yet made trial of our services, we shall be glad to hear from you, with particulars of your School.

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HOSTELS FOR TEACHERS, RESIDENTIAL AND HOLIDAY QUARTERS. See Select List on page 542.

UNIVERSITY CORRESPONDENCE COLLEGE
For announcements see below and page 491, 517, 547, and 560.

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UNIVERSITY OF MANCHESTER.

The Session will commence on Thursday, Oct. 5th

PARTICULARS of any of the following may be obtained on application to the REGISTRAR:—Faculties of Arts, Science, Education, Music, Technology, Theology, Medicine, Law, Commerce, School of Architecture; Departments of Dentistry, Pharmacy, Public Health, Engineering, Agriculture, Geology, and Mining; General Information; Fellowships, Scholarships, Exhibitions, and Prizes; Advanced Studies; University Extension Lectures; Social Work; Information for Women Students; Public and Evening Courses.

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The WINTER SESSION, 1916,
commences OCTOBER 2nd.

The School is thoroughly equipped. The
CLINIC of the Hospital is UNRIVALLED.
The rooms exceptionally spacious and well-
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The Laboratories occupy an entire floor
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(UNIVERSITY OF LONDON).
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FULL COURSES are arranged for the M.B., B.S.
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Special Classes for the Primary Fellowship Exami-
nation.

Arrangements and Bursaries for Dental Students.
Clinical instruction is given at the Royal Free Hos-
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October 2nd.

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Secretary and Warden, Miss L. M. BROOKS.

LOUISA B. ALDRICH-BLAKE, M.S., M.D.

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For further particulars apply to the SECRETARY,
University College, London (Gower Street).

UNIVERSITY COLLEGE
HOSPITAL MEDICAL SCHOOL.
(UNIVERSITY OF LONDON).
UNIVERSITY STREET, GOWER STREET, W.C.

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The HOSPITAL accommodates over 300 patients.
The in-patients treated annually number over 4,600,
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The Programme giving particulars of Admission, Entrance Examination, Syllabuses of Instruction, and other information may be had post free on application to the REGISTRAR of the College at the above address.

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For further particulars of Lectures or Classes apply to the SECRETARY. (Telephone: Paddington 6014.)

X School Transfers and Partnerships are on pages 496, 497, 537, and 538; other School and Teachers' Advertisements are continued on pages 534, 535, 536, 537, 538, 539, 540, 541, 542, and 543. X

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No. **TRANSFER** or **PARTNERSHIP**. Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £800 to £1,000 capital required.

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OCCASIONAL NOTES.

THE resignation of Mr. Arthur Henderson from the office of President of the Board of Education was marked by few expressions of surprise or regret. His appointment was known to be temporary, and nobody expected him to play any part in developing our educational system. His chief work has been connected with labour questions, and as the nominal head of another department he will continue to do the same work, and to merit approval as the unofficial Minister for Labour in the Cabinet. His successor at the Board is the Marquis of Crewe, who will bring to the work a mind imbued with scholarly feeling, personal and inherited, together with the experience of a President of the Imperial College of Science and Technology. Some doubt may be felt as to whether Lord Crewe will be able to devote the necessary time to the work of his new department. He has acted as understudy for the Foreign Secretary, and is the spokesman of the Cabinet in the House of Lords. These duties will absorb much of his time, and must hinder him in the task of learning the intricacies of our educational administration. The appointment has been criticized on these grounds, but we are content to wait until the new President has had time to show what he intends to do in the direction of providing for such modifications of the existing system as will meet our needs after the War.

IN several quarters it has been urged that the Minister of Education should be chosen from outside the political circle. Mr. T. E. Page, who may be counted as one of the "Times" experts, comes forward with a magnanimous suggestion relating to a head master whom he does not name. Some names have been mentioned, includ-

ing those of Dr. Sadler, Sir Henry Miers, Dr. H. A. L. Fisher, and Prof. Gilbert Murray. It is no disparagement of the educational and administrative qualifications of these distinguished teachers to point out that the post of Minister of Education involves political obligations of a rigorous character. Under the party system it is inevitable that the head of a Department of State should have a seat in Parliament and be attached to the party in power. Under these conditions the most brilliant "expert" in education would be greatly restricted in his work. Probably the best service that he can render would be given through the medium of a standing committee, and it has been suggested that there should be instituted a real Board of Education. This body would have the President at its head, but would be made up of persons having special knowledge of educational administration and of teaching. We welcome these proposals, not as fulfilling all our requirements, but as evidence that public interest is at last being aroused.

MR. WILLIAM ARCHER has intervened in the controversy between science and the classics, and expressed his entire sympathy with "the intrepid persons who are bearding the Head Masters' Conference in its den." We need no convincing that, in the education of the future, science must play a far larger part than Latin and Greek, but he does well to remind us that the reform which this admission implies is urged not merely on utilitarian grounds to enable us to get the better of Germany in war and in the commercial struggle that must follow war. Yet it is a sad confession that the author of *If Youth but Knew* makes when he tells us that the best method of teaching science as a revelation of the divine purpose has yet to be discovered, and, when he asserts as a corollary that we must take refuge in history "as the science of man," we cannot follow him. "Every intelligent human being is accessible to the revelation of science, while comparatively few have an inborn taste for letters." Therefore, he argues, literature should be reserved for the chosen few, and history be recognized as the basis of all learning. This is not in accordance with our experience as teachers. Legend, myth, the ballad, or romance—Joseph and his brethren, the wanderings of Ulysses, Horatius, Robin Hood—appeal to all, and it is as literature rather than as history that they appeal. Literature is no more "a department of history" than is science, and it needs no knowledge of history to appreciate the *Odyssey* or the *Morte d'Arthur*.

THE War has broken down more than one ancient prejudice, and it may yet have great results in the sphere of education. Here is a notable hint from the Report of the Board of Education. Some of the elementary schools which have been expelled from their buildings for half a day have found considerable compensating advantages. More home-work can be done, and the teachers have more time for the correction of it. That means that the children do more work by themselves and less under the teacher's eye—surely no small gain. Then the half-day out of school is often used for games, physical exercises, swimming, open-air work, excursions, visits to museums and galleries, needlework parties, and the like. In fact, the teachers are discovering how much there is to be done for the child outside the school building. The boys and girls are living a wider and fuller

life. They may be learning less, though that is not certain, because we do not know what is the number of hours a child can spend in classroom work with the greatest profit to himself. It may quite well be that for young children at least three hours are as good as five, and on this most important point we hope we shall get some light in the Board's next report. One head master says he would like to continue the half-time plan after the War is over. We hope he will be given every facility for his experiment.

THE key-note of the experiments in elementary schools described at the Oxford Conference on New Ideals in Education was the substitution of life and activity for learning in the case of young children.

Educational Experiments.

Mr. Arrowsmith, who carries on an ordinary elementary school on the moors of Yorkshire, conducts his infant school like a big home. The little ones spend most of their time in such occupations as dressing dolls, looking after the school pets, of which there are sixty-three, cleaning and washing up (for they have dinner at the school), working in various material, and drawing. All work is done independently, for Mr. Arrowsmith strongly condemns mass-teaching. In the upper school the whole morning is given up to occupations and the afternoons to literature, which includes all sorts of readings, art, music, and rambles. Everything needed by the school that is within the power of the children to construct is made by them, and the older children make things for the little ones—an admirable and most practical training in helpfulness, worth many days of book reading. At the Caldecott Community, a small school carried on in St. Pancras by some devoted ladies, there is no syllabus and no organization of lessons, but children work at what they please. It had to be admitted, however, that occasionally gentle pressure was necessary to prevent a child doing nothing but one thing, as in the case of the boy who for two years showed no desire to do anything but draw. Besides, there are several teachers for the fifty-seven children in the school.

MR. ARROWSMITH'S curriculum seems to us very suitable for schools in poor neighbourhoods, but for the better elementary schools it would be clearly inadequate. But with his central principle, that schools should be places of

Life and Learning.

social life as well as of learning, we have every sympathy. It is a principle which is universally recognized in secondary education. In many boarding schools, indeed, it is carried to an extreme, and social life and games tend to swamp learning. But the principle itself is sound, and if it is needed for the children of the well-to-do people, how much more for those of the poorer classes! Much is being done in the elementary schools in this direction. Organized games, school societies, scouting, visits to places of interest, school journeys, and school camps are all recognitions of the great truth that children must live as well as learn. It is doubtful whether much more can be done for life without sacrificing some of the learning, and one of the great questions of the day is whether that sacrifice ought to be made. It seems at least clear that the worst enemy of the elementary schools is the man who wishes to introduce new subjects into the curriculum. Some ask for military drill, others for French; the answer to both parties ought to be that the demands on the learning

capacity of the child are already sufficient, and that he needs more time to live.

AT the same Conference Sir Henry Miers expounded a simple program of science teaching. In elementary schools he would restrict it to simple knowledge of common objects and physical environment. For secondary schools he asked for a systematic course of experimental work, preferably in physics, during the first year or two. After the age of bifurcation, such detailed study would be pursued on the modern side only. It would be enough for the classicist if he studied the general principles of science and read some books on the history of science and recent advances in scientific knowledge. Mr. Pye, the Science Master at Winchester College, on the other hand, thought that from fifteen and a half onwards was the right time for training in experimental scientific method. This, according to the information collected some years ago by a Committee of the British Association, corresponds with the general practice of schools, but the reason for thus deferring chemistry and physics is surely not, as Mr. Pye thought, that the sense of causality is insufficiently developed before that age, but that the subject-matter is too recondite for younger children. Anyhow, it is clear that the question to be settled is at what stage systematic training in scientific method is to begin. Practical considerations suggest that it should come early, before the age of specialization; psychological considerations, that it should come late.

PSYCHOLOGICAL formulae are always dangerous, because mental phenomena are far too complicated and subtle to be reduced to formulae. We are, therefore,

Attention and Interest.

not satisfied with the argument used in the same discussion by Sir Henry Miers in combating Mr. Pye's view that Latin is a more potent instrument than science for developing the power of mental concentration. What he said was that science was more interesting than Latin, and that mental concentration resulted from interest. But surely this is only one side of the truth. If it is true that interest always results in attention, it is equally true that interest is not the sole possible motive for attention, if by "interest" is meant the intrinsic interest of the subject before the mind. Every one has daily proof of this. All of us are constantly fixing our thoughts for considerable periods on matters in which we feel no particular interest, simply because they come within the scope of our business or our duty. And the faculty to do this is one of those which we specially want school work to develop, for it is one of the capacities which distinguish the educated from the uneducated man. As it is with adults, so it is in a minor degree with all but quite young children. Boys and girls in subjects they dislike can do very good work from a feeling of duty or from an enlightened sense of self-interest, from deference to authority or from mere fear of disgrace and punishment. Taught without proper qualification, the doctrine of the motivation of attention by interest may do much harm in the training of teachers. Students should not be allowed to think that the child's interest in his tasks is the one motive which can induce him to give his mind to it. Into the question whether scientific or linguistic study gives better practice in mental concentration we do not propose to enter, but we are sure that it is a much more complicated one than Sir Henry Miers supposes.

THE Government, in their scheme of Committees, do not appear to have made any arrangement for the consideration of the dovetailing of elementary and higher education. Yet this is a vital matter, and one which demands comprehensive treatment. There seem to be two policies in the field, but perhaps they are not necessarily incompatible. The one aims at fortifying the top of the elementary school and permitting children to remain there till sixteen—which, by the way, is already possible with the consent of the Local Authority. Lord Sheffield, for instance, in his recent address to the National Education Association, urged that parents should have the right to keep their children in “the popular school” till sixteen at least. But wherever these children were few in numbers—and in most places they would be few—this would be very bad economy. A considerable fraction of the boys and girls in elementary schools, including most of the brightest, already pass on to the secondary schools at eleven. This points rather to the alternative policy of bringing elementary education to a close at eleven or twelve and drafting the pupils at that age to secondary, trade, and junior technical schools. The top of the elementary school is, in the towns at least, a crumbling edifice, and it would be a false policy to attempt to reconstruct it. It will still be necessary to preserve it in rural districts and in areas where the half-time system prevails, and here there may be scope for those supplementary classes on the Scotch model by which Lord Sheffield sets so much store.

The Scheme of Schools.

THE Consultative Committee in their Interim Report on Scholarships for Higher Education just touch the fringe of the question of higher commercial education.

We wish that they had gone more fully into the subject, for it is an important one. Hitherto, we English people have turned up our noses at commerce as a branch of learning. We have regarded it as a subject which can be picked up by the young business man as he goes along, and which is far beneath the dignity of the University student. Faculties of Commerce have been established at some of the newer Universities, but they are not very flourishing. We have no great commercial colleges of University rank such as the six *Handelshochschulen* which have been founded in Germany during the last twenty years. Of these Cologne has—or, at least, had in 1913—five hundred students. The study of modern languages is an essential branch of a higher commercial education; but, as the Interim Report points out, our Universities offer very few scholarships in these languages, though, curiously enough, they make no recommendation for increasing their number. Nor do they even offer the instruction that the *Handelshochschulen* supply. Cologne gives instruction, not in a beggarly half-dozen, but in seventeen tongues spoken amongst civilized men. There is no institution in England where so many European languages are studied. The provision for the higher study of commerce in Germany is due to the German business man's belief in education. The commercial colleges were founded, not by the State governments, but by the local Chambers of Commerce. In England Chambers of Commerce have done nothing for education beyond instituting examinations.

The Higher Study of Commerce.

SINCE the above note was written it has been announced in the press that a mission to business men

has been undertaken by Mr. A. L. Smith, Master of Balliol; Dr. Sadler, the Vice-Chancellor of Leeds; Mr. A. E. Zimmern; and Mr. J. M. MacTavish, the General Secretary of the Workers' Educational Association. They have been holding Conferences with Chambers of Commerce in the great towns of the West Riding. The reforms which they urge are stated to be the improvement of the elementary schools and a great reduction in the size of classes, the establishment of day continuation schools, the development of the teaching of science, greater attention in school to social life and ethics and to physical training, and, finally, the function of education as a softening influence in the antagonism of labour and capital. We wish the distinguished educationists success in their pilgrimage. There is scarcely anything that is more important for the future of education than the conversion of the business man. If he can be induced to see that teaching is a “vital industry” necessary to the prosperity of other vital industries, much will have been gained. We are glad to learn that the results of the mission have so far been full of encouragement.

IN the July number of *Modern Language Teaching*

Mr. F. B. Kirkman sets forth a moderate view of the question of translation in the teaching of foreign languages. He recognizes the impossibility

Translation.

of its complete extension, and considers that the extent to which it is necessary as a means of interpretation is a question for each individual teacher. But he holds firmly to the view that there is a conscious difference of aim between the adherents of the old and new methods, the object of the first being to create the habit of mental translation, that of the second to form the habit of understanding without translating. But surely the learner may reach the goal of reading by direct association by passing through the stage of translation, and as a matter of fact it is by means of translation that most of us learnt to read foreign books without translation. Translation was a ladder which we threw away when it was no longer needed. If the matter is looked at from this point of view, the object of the old teacher and the new are seen to be the same. The use of the two methods simultaneously, the one for easy reading, the other for difficult work, Mr. Kirkman does not discuss, but it is a very important point. A class might be able to apprehend the meaning of a simple French story by merely reading it in French, but might be quite at sea were a French classic in front of it. Thinking in a foreign language has its limits for most of us, even for teachers. Mr. Kirkman sighs for the time when science will be able to tell us exactly how much a pupil translates mentally. Pending that happy event, could he not in his investigations begin with the teachers?

A COUNCIL to help education, in which the five associations of head and assistant masters and mistresses have shown their faith by subscribing liberally to its funds, ought to be supported by every teacher. During the two years of the War the Professional Classes War Relief Council has spent nearly £8,000 in assisting parents impoverished by the War to continue the education of their children. For, though the community in general seems very prosperous, many classes have been hard hit by the War, amongst them especially architects, artists, writers, stockbrokers, and other pro-

Professional Classes War Relief Council.

professional men. The money that helps to meet the school fees of the children pays a double debt, for it helps to keep the school as well as the pupil going. Private-school masters, it ought to be added, have shown much generosity in taking pupils at reduced rates. In many cases, too, the Council has arranged for hospitality in the holidays. Nor is this the Council's only work. Numbers of British teachers came home from Germany and Austria at the beginning of the war, some of whom had lost all their savings, many governesses in families which found retrenchment necessary were thrown out of work, and many teachers of art and music found their occupation gone. Numbers of these have been assisted to find other work. With the other, doubtless equally laudable, activities of the organization this journal is not concerned, but its educational work we have no hesitation in commending to our readers. The Council is greatly in need of funds. Its address is 13 and 14 Prince's Gate, W., the princely mansion lent by Mr. J. Pierpont Morgan.

THE Board of Education decided to hold a special inquiry into the circumstances attending the resignation of Miss Mercier and her nine colleagues from the City of Leeds Training College. The Commissioners were Mr. H. W. Orange, Accountant-General; Mr. F. H. B. Dale, H.M. Chief Inspector; and Miss Wark, H.M. Inspector. The inquiry began on August 15 at Leeds and was held in private. The Board's opinion will be made public in due course, but no report of the proceedings will be published. We heartily approve the Board's decision to hold an inquiry. Whatever the verdict may be, we shall hope that the Leeds case will serve to remind those concerned in educational administration that teachers are not to be treated like naughty children and lectured indiscriminately. We hope that the Board's report will embody some conclusions on the general management of training colleges. It is well known that some of these institutions maintain a system of discipline and an intellectual routine which is far removed from the enlightening experience which should form the chief part of a teacher's preparation for school work.

IT has recently been announced that on May 27 last the Council of Bedford College for Women passed a resolution terminating the appointment of Miss E. N. Thomas, D.Sc., as Head of the Botanical Department. This resolution is before us as we write, and its wording fills us with surprise. At this stage we refrain from giving its content. It is enough to say that such a resolution would be justified only where gross incompetence or positive wrongdoing had been fully established. But no suggestion of either is made, and we do not wonder that the Senate of the University of London has agreed to hold an inquiry into the conditions and tenure of appointments at Bedford College. Three memorials requested action: one signed by members of the Academic Board of the College, another by appointed and Recognized Teachers in the University, and a third by distinguished botanists. The matter cannot be left as at present, and we are inclined to think that the time has come for abolishing the practice of terminable appointments, save for admittedly junior posts. The technical device of reappointment may lead to grave injustice.

LOCAL AUTHORITIES.

Vocational Training. OF the many questions which will engage the Authorities after the War, that of vocational education is of special importance. How far is it practicable—or, if practicable, expedient—so to organize educational opportunities that "all the children of all the people" may be adequately prepared for their life work? One of the difficulties appears to be that a scheme of vocational training, which, limited in its application, is appropriate and useful, may be extremely disappointing if extended. Moreover, the question is one which can be considered only in direct connexion with industries and employments. In the United States, where special attention is now paid to these educational developments, there has been a disposition to re-examine seriously the basis of supposed facts upon which vocational schools and courses have been built. A new note has been struck, writes an observer, in the recognition of the "futility of training a boy or girl for a place that does not await him." The new point of view is characterized by keen interest in questions of supply and demand in the labour market and by intensive study and analysis of occupations and a more careful inventory and analysis of existing educational facilities.

Gower's Walk School. IN a recent issue of *The School Guardian* attention was directed to the extremely interesting work done at the Gower's Walk School, Whitechapel, founded in the early part of last century. The feature of the school is that the boys attending it are taught a trade, viz. that of printing. Employers, it is stated, are continually applying for boys for their printing works, and no firms have ever asked for the payment of premiums when boys leave school. They have taken them knowing full well that the boys, after their four years' practical training in the school, were capable and thoroughly conversant with the elementary principles and practice of the trade. The cry of the printing-houses (and most of them come from the City) is, "Send us more boys, and more." It is suggested that the good work of this school should give much food for thought to all persons who are seriously meditating on the question of reforms in our educational system after the War.

Training Tradesmen. THE pious founder of Gower's Walk School established an institution which has unquestionably done excellent work, and is an example of what is possible. But it is doubtful whether its success can be regarded as suggesting the best direction for future developments on a national basis. Here and there a school with the definite object of training children for a particular trade may be advantageous. But the subdivision of employments and industries is such that the only practicable method of preparing "all the children of all the people" for their life work is to keep to the highway of general principles, and not to be lured into the byways. One of the lessons brought home to us by the War is that intelligent men and women who are willing can, with a very brief period of "intensive training," speedily acquire the skill to perform accurately and expeditiously a considerable number of so-called technical operations. The education of children, up to the age of fourteen at any rate, should aim at the development of general, and not special, qualities and aptitudes.

The "Blind-alley" Job. THERE is a tendency in the United States, it appears, toward raising the age at which young people enter profitable employment. The term, "blind-alley job," it is said, persists in educational discussion, just as the thing itself persists in real life, and probably will persist for an indefinite time to come. It is coming to be recognized, however, that even the blind-alley job is not an unmitigated evil, especially if its character is clearly understood by the worker and by society.

School and Workshop. IF it may be suggested that it would be a calamity to attempt as a general policy the introduction of vocational training in elementary schools, there ought to be a much better understanding between the employer and the schoolmaster. It might also be a statutory condition that a child should not leave school until suitably employed, and under certain circumstances the child might be required to continue school attendance for part time. Suppose, for instance, we revised our ideas as to the duration of the period necessary for the preparatory training of the worker and the citizen, and advanced it from thirteen or fourteen to sixteen, we might then determine that the preparatory training up to that age must be obtained either in schools or workshops or both.

SCIENCE NOTES.

THE meeting of the British Association will take place this year at Newcastle from September 5-9. As at Manchester last year, there will be no social festivities, but it is hoped that the business of the meeting will thoroughly justify the decision not to break

British Association at Newcastle.

the continuity of this important annual assembly of men of science. Sir Arthur Evans, the President-Elect, will deliver his address on Tuesday evening. The usual pair of evening discourses will be delivered in the Town Hall, Prof. W. A. Bonelecturing on "Flame and Flameless Combustion," and Dr. P. Chalmers Mitchell on "Evolution and the War." Lectures to the public will be given in Newcastle, Sunderland, Durham, and Ashington. The plan of offering to students and teachers of the district Associate's tickets at a reduced fee proved helpful last year, especially to the Educational Section, and will be followed again this year.

A COLLECTION of British-made laboratory apparatus is now on view at the Institute of Chemistry, 30 Russell Square, W.C. The exhibition will probably remain open until the end of September. The

Exhibition in London.

apparatus is not confined to the instruments suited for school use; but should be none the less of interest and utility to science teachers.

CORRESPONDENCE in the daily press illustrates the prevailing ignorance of the educated public with regard to the relation between clock time and the movements of the sun. Originally the abbreviations

A.M. and P.M.

for *ante* and *post meridiem* doubtless referred to times before and after the southing of the sun. Since clocks and watches came into general use, A.M. and P.M. have referred to clock time, and summer-time regulations have made no change in this respect. Before the introduction of the system popularly called "Daylight Saving," the clock and the sun were in agreement four times in the year—on April 15, June 15, August 31, and December 24. On these dates the equation of time is zero; the sun souths when the clock is at the hour of twelve. On all other days the clock is before or behind the sun, the difference sometimes exceeding a quarter of an hour. During summer-time the clock is, of course, an hour earlier with reference to the sun, or 60 minutes might be added to the equation of time. On the last day of August the centre of the sun crossed the meridian at 1 p.m.

NEWS has been received from Kashmir that Mr. Evershed has photographed the highest eruptive prominence yet recorded. The outburst reached a distance

Record Solar Prominence.

from the sun's limb rather greater than the radius, or roughly, 450,000 miles. According to the *Observatory*, the velocity away from the sun was 190 km. per second. Photographs were obtained at intervals from the beginning until the outburst was past the maximum. Some day we shall see the "Life of a Solar Prominence" filmed—like Cabinet meetings and other transient terrestrial phenomena—for the kinema.

DURING the past month there have appeared many press tributes to the memory of the most original and successful among the British chemists of our generation.

Sir William Ramsay.

We say British advisedly because Ramsay's work was essentially of the type in which Britain has more than held her own in the history of discovery—work characterized by bold innovation and epochal in its results, leading to a new era in chemical philosophy. His joint discovery with Lord Rayleigh of an inert gas in the atmosphere met with world-wide recognition. Yet this was but the beginning. The discovery of terrestrial helium in the mineral cleveite gave him the key which unlocked the mystery of atomic structure and of the periodicity of the elements. After helium followed neon, krypton, and xenon. During the next seven years the discoveries of Röntgen, Henri Becquerel, M. and Mme Curie, J. J. Thomson, and Rutherford gave to science new methods of analysing matter and the concepts of α and β rays. Then, in the year 1903, in his private laboratory at University College, Ramsay showed the genesis of helium from radium. Be it remembered that only a small fraction of a cubic millimetre of the gas can thus be obtained at a time. By his discovery of the argon and helium family of elements, Ramsay had made a notable contribution to chemistry; but his insight in placing them in the Periodic Table as forming a group of zero valency can only be compared to the discovery of the use of zero in arithmetical notation. Greatest feat of all was his proof of the natural transmutation of the radioactive elements into simpler elements and helium.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

We love the Boy Scout, as we have said before, for his picturesque-ness, and we have faith in the disciplinary power of Scouting. It is not long since we wrote about the progress of the movement in the United

Of Boy Scouts.

States. We learn now that the Boy Scouts of America have been incorporated by Act of Congress with the exclusive right to the use of the name. There are 182,000 boys and 42,000 adults enrolled in the organization.

The campaign for "preparedness" in the United States is accompanied by efforts to introduce military drill into schools. Thus a sub-Committee of the Chicago

Military Drill in Schools.

Board of Education has unanimously recommended the following program of military drill for the high schools: During the first and second years, setting-up exercises, instruction in the school of the soldier, without arms, instruction in the elements which produce efficiency in military organization, instruction in the school of the squad, definition of all military terms used; third and fourth years, instruction in the school of the company, instruction in the school of the battalion, definition of military terms used, drills and exercises, military sports and athletics. The *School Review* (XXIV, 6) regrets that there is no proposal to provide rifles or the strenuous training of camp life. "Any serious preparation," says the writer, "which pretends to prepare young men for war must teach them to shoot and to endure hardships. Probably not one eighteen-year-old boy out of twenty-five in Chicago ever had a gun in his hands or slept in a tent. Either go the limit or keep out entirely." Aware that our readers are divided in opinion upon this subject, we call attention to the matter as of much importance. America will be strongest when Europe is weakest.

A noteworthy feature of American pedagogy in the present day —England has nothing like it to show—is the endeavour to obtain exact measures for all educational results. To test handwriting or spelling

Measurement.

—a scientific scale. To compare two schools or to estimate a school system—an elaborate display of graphs. Part I of the fifteenth *Yearbook* of the National Society for the Study of Education is the Report for 1916 of the Committee of the National Council of Education on Standards and Tests for the Measurement of the Efficiency of Schools and School Systems. It contains fifteen papers by different contributors classified under the two heads of (i) Educational Scales and Units of Measurement, and (ii) the Application of such Scales and Units in Educational Supervision and Administration. A general introduction calls attention to the evidence presented by the contents of the Report in favour of the use of the more precise methods of educational measurement recently developed. It is pointed out that those interested in the improvement of schools have always attempted by some process or other to estimate the efficiency of individual schools or groups of schools. The principal test, however, as to efficiency and as to the progress of pupils has been in the past, as it still largely is at present, the often-condemned examination. It is hoped that the new measures will yield results more precise than examinations yield, and will improve the methods both of instruction and administration.

Tuskegee, Alabama, is the Mecca of the Negro World. Booker T. Washington (whose death was dealt with at its time in the daily newspapers, and therefore

At Tuskegee.

not by us) has been succeeded as Principal of the Tuskegee Institute by Robert Rossa Moton, whose installation address was a vigorous appeal for effort. "While the outlook was never more hopeful," he said, "the Negro problem is not yet solved. While there is great encouragement in the fact that seventy per cent. of the Negro population can read and write, it is not safe to assume that seventy per cent. of the Negroes are really and truly educated. Our progress in this country has been wonderful, and we have every reason for rejoicing; but shiftlessness, disease, inefficiency, and crime are still too prevalent among our people." "The Meaning of Tuskegee" is the heading of an article in the *New England Journal of Education* (LXXXIV, 1). To the Institute there come many with the age and bodies of men and women, with the intellect of children, yet without the tastes and interests of childhood. Tuskegee sets them appropriate and stimulating tasks, puts high ideals before them, and teaches them how by thoroughness and high achievement they may overcome the prejudice that their colour evokes.

FRANCE.

The *Revue Pédagogique* (LXVIII, 6) prints an opportune and suggestive article by M. E. Rocheron, Assistant Inspector of Manual Work, having the rubric "Du rôle de l'école dans la rénovation de l'apprentissage." He considers the attitude that the School must assume after the War towards the economic life of the State. In every rank of workers there will be gaps to be filled and training must be ready for those who are to fill them. It has long been debated whether apprentices should be trained in the workshop or in the school, whether employers or educators should undertake their training. Here, as in other matters, there must henceforth be the *union sacrée*, and all agencies must unite to form the labourer that the State requires. What can the school do? What has the school been doing?

The lower elementary school, with pupils of from six to twelve years of age, says M. Rocheron, very justly, must be in no sense vocational. Even in districts where the vocation of the child can be clearly foreseen, the business of teachers is with his physical, moral, and intellectual development. It is to the elementary school that Paul Bert's words relate: "Nous croyons qu'on ne doit sortir de l'école, ni serrurier, ni vigneron." Manual work is included in its program for educational purposes—to promote the general development of all the children. But it yields a useful training for those who are to become apprentices, which is often designated by the name of *préapprentissage*. Co-ordinated with drawing and geometry, manual training forms, as it were, a basis of apprenticeship to many trades.

How is the transition from school to a trade to be facilitated?

An Expedient at Paris.

Paris has solved the problem by means of *cours d'apprentis*, courses introductory to apprenticeship, at present conducted in seven of its schools. To each course may be admitted thirty pupils who have chosen a definite vocation, such as that of an engine-fitter, a carpenter, or a cabinet-maker. They spend the greater part of the day (5 hours) in a school workshop; the rest of the time is occupied with lessons in technology, mechanical drawing, or mathematics (in all 10 hours a week), or with the subjects of general education, such as French and science (in all 8 hours a week). These boys of thirteen or fourteen are in a workshop so far as the processes of work, the tools used, the production of marketable objects, are concerned; they are at school as being under a teacher who explains each operation. Places are easily found for them at good salaries after a year's preparation.

Again, for actual apprentices there have been at Paris for twenty years in the primary schools thirty *cours techniques d'apprentis*. At first these were held in the evenings. But that threw too great a burden on the lads, and by agreement with the employers many of the courses are now given during the working day. Hence the name *cours de demi-temps*. Similar arrangements prevail at Nancy, Albi, and elsewhere. Higher than these "half-time courses" are the *cours techniques de perfectionnement*, not for apprentices only, but for all young workmen who seek to carry on their technical studies.

It is not enough, however, to provide instruction; there must be pupils to receive it. More than once in France within late years it has been proposed to raise the age of obligatory school attendance to fourteen, and to give the supplementary year to *préapprentissage*, or, as we should say, generalized vocational instruction. But Continuation—be it from the age of thirteen or of fourteen—should it be compulsory? M. Rocheron has a set-off to every objection. "In free France compulsion has always been unpopular." Yes, but every law is a restraint on individual liberty, and the welfare of the State is supreme. "The obligation to attend even a primary school is not strictly enforced." Suppose that 10 per cent. escape the primary school, and that the same proportion escaped the continuation school, then instead of as now 700,000 out of the 850,000 between fourteen and eighteen years of age there would be only 85,000 not under school instruction. "The cost would be enormous." No expense is too great if it increases the intellectual, moral, and economic value of the individual and adds to the civilization of a people.

We have summarized the French article partly because many believe that obligatory Continuation is some German thing, to be abhorred. But to another theme. The contentious business (*Affaires contentieuses et disciplinaires*) of the Conseil supérieur throws light on the working of the educational machine in

France. A recent case shows us the cantankerous teacher. Appointed *professeur-adjoint* at a certain *lycée*, M. R. straightway protested against the service imposed on him, wrote an offensive letter to his head master, and exhibited frequent signs of ill will towards him. *He had filled thirty-five posts in thirty-one years.* The local committee, it would seem, decided to get rid of him; the committee's sentence was confirmed by the Conseil supérieur. A student of Toulouse University was indignant because he was examined in applied mechanics by a single examiner, the examiners having met only to deliberate and agree on the final results. The Conseil supérieur proved deaf to his appeal. Another student of Toulouse disputed the impartiality of an examiner, and even used threats towards him. The Conseil supérieur approved the University's decision to exclude the offender from the University of Toulouse altogether and from every French University for a year. A certain head master of a private boarding school at Rouen was imprisoned two months for ill-treating his pupils and because the moral atmosphere of his school was infamously bad. The Conseil supérieur pronounced finally on his case. He will teach no more in France, but we may get him.

The lists "Morts au champ d'honneur" and "Morts de leurs blessures" are still long, still record names of men prominent in education. During recent months educational France has sustained also some notable losses in the common way of death. In April died Charles Dejob, Honorary Professor at the Sorbonne, formerly of the Collège Stanislas, as eminent for pedagogic zeal as for erudition. Jules Sévrette, who passed on May 16 at the age of eighty-five, was an Anglicist who taught at the famous Lycée Louis-le-Grand. On June 16, death carried off Victor Delbos, Professor in the Faculty of Letters at Paris and Member of the Academy of Moral Sciences, a teacher beloved of many pupils in Toulouse and Paris. His work in Philosophy was important. It was but lately that he wrote a luminous tract: *Une théorie allemande de la culture: W. Ostwald et sa philosophie*. Catholic France has to mourn Paul Martin, Head Master of the celebrated École des Frères-Bourgeois, where he spent more than half a century of his life. State and "free" teachers have been demonstrating equally their love towards France. Unfortunate these in dying before they could witness her final victory!

UNION OF SOUTH AFRICA.

There is issued from Pretoria by the National Advisory Board for Technical Education an admirable brochure with the title *Suggestions to Teachers*. The suggestions refer principally to instruction in civics, languages, mathematics, and housewifery. Of the section "Civics" it is not extravagant to say that it has quite rare scope and value. A syllabus is outlined covering all the imperial and internal relations of the South African State and its four Provinces. We venture to recommend a study of this paper to Germans. Germany, by her treatment of native populations, has shown herself unworthy to have colonies. Let us see what South Africa holds, and bids its teachers teach, upon the subject. Of domestic government we read this:—"The relations between the white and native races are handled by the Department of Native Affairs, whose work is of the utmost importance in its influence on the future of this country. Untactful and unwise action might easily produce an upheaval which would be a serious menace to the existence of the nation; further, the rate of increase of the non-white population is greater than that of the white, and the disproportion in numbers is therefore likely to increase. It is very desirable that the white population, however, should not look upon the work of the Department merely as an agency for keeping the non-European in a relatively inferior position; it must be recognized that the State owes a duty to its coloured inhabitants, a duty that must not be shirked through fear of the result of allowing them natural development in numbers, ability, and influence. Steps are being taken to accustom the natives gradually to the idea of representative government, and the previously existing tribal system is tending to disappear."

PROVINCE OF THE CAPE OF GOOD HOPE.

A supplementary Report dealing with the work of the Education Department for the nine months ended June 30, 1915, has been issued. Occasion is taken to review the whole period of Sir Thomas Muir's administration, and we are thus presented with a succinct account of educational progress in the last twenty-three years. The most out-

standing event in this period was the passing of the School Board Act, 1905, which gave the three essentials of a national system—the compulsory institution of School Boards, compulsory school attendance, and local rating for educational purposes. But there are other notable developments to be recorded. Thus, the Education Department has been reorganized, the whole system of training teachers has been revised, the number of schools equipped with school libraries has been increased a hundredfold, and, under the loan system, numerous and fit school buildings have been erected. "The constant aim of the Department," says the Report, "has been to create as a strong and organic growth a national system of education, rooted in the social fabric which it is both to serve and to mould." The services of Sir Thomas Muir in assisting to realize that aim are known to all who know anything of the Province of the Cape of Good Hope.

The Administrator of that Province, Sir Frederic de Waal, laid the foundation stone of the new Training School at Kimberley on June 5 in the present year. In his speech he dwelt on the question of language. Every child in South Africa was to be taught in the mother tongue up to the fourth standard; that was to say, during the period of primary education. Hence bilingual teachers were required, and the State was prepared to train them. Unilingual teachers who were too old to learn the second language would still be employed in suitable posts; but those who were not should essay to do so, lest the bilingual teachers should be preferred to them. The bilingual element for the service of the schools of the future was to be manufactured in training institutes. It had been decided to establish six new institutes of this sort, each of which would ultimately be able to take 150 or 160 pupils. South Africa had a difficult task before it, but it was grappling strongly with it. Of the six training schools contemplated, we learn that two (one at Paarl and one at Cradock) have been built. At Kimberley a practising school and a hostel are to be erected near the main building. One hundred and thirteen students already under training prove that the new buildings are needed.

THE BRITISH ACADEMY—CROMER GREEK PRIZE.

WITH the view of maintaining and encouraging the study of Greek, particularly among the young, in the national interest, Lord Cromer has founded an annual prize, to be administered by the British Academy, for the best essay on any subject connected with the language, history, art, literature, or philosophy of ancient Greece. The first annual prize of £40 will be awarded before the end of 1917, under the following rules:—(1) Competition is open to all British subjects of either sex who will be under twenty-six years of age on October 1, 1917. (2) Any such person desirous of competing must send in to the Secretary of the British Academy on or before December 1, 1916, the title of the subject proposed by him or her. The Academy may approve (with or without modification) or disapprove the subject; their decision will be intimated to the competitor as soon as possible. (3) Preference will be given, in approval of subjects proposed, to those which deal with aspects of the Greek genius and civilization of large and permanent significance over those which are of a minute or highly technical character. (4) Any essay already published, or already in competition for another prize of the same nature, will be inadmissible. (5) Essays of which the subject has been approved must be sent in to the Secretary of the Academy on or before October 1, 1917. They must be typed (or, if the author prefers, printed), and should have a note attached stating the main sources of information used. (6) It is recommended that the essays should not exceed twenty thousand words, exclusive of notes. Notes should not run to an excessive length. (7) The author of the essay to which the prize is awarded will be expected to publish it (within a reasonable time, and after any necessary revision), either separately, or in the journals or *Transactions* of a society approved by the Academy, or among the *Transactions* of the Academy. The Secretary of the Academy will supply on application, to any person qualified and desirous to compete, a list which has been drawn up of some typical subjects, for general guidance only, and without any suggestion that one or another of these subjects should be chosen, or that preference will be given to them over any other subject of a suitable nature. Communications should be addressed to the Secretary of the British Academy, Burlington House, Piccadilly, London, W.

THE YOUNG LADY FROM MARS.

I TOOK her for an American at first, partly because her dress was new, suitable, and becoming; partly because she was entering into ready conversation with all and sundry in the hotel drawing-room, without pause or embarrassment. Perhaps my interest in her was obvious, for after several rapid talks with others, she came direct to my corner. I did not attempt to avoid her, for I like Americans.

"Are you a teacher, I wonder?" she asked.

"I am on the staff of the Bunchester High School," I replied, with a dignity due only to the kudos of that establishment, and to no desire to rebuff an intelligent alien.

"Well, I wonder if you can tell me why I can't get work at one of your schools?"

I gasped. What responsibilities was she offering me before I had the least acquaintance? But she went on:

"Of course, you don't know the least thing about me, but I have ten telegrams from head mistresses to-night asking me to go and see them to-morrow, and if they all behave as did the one I saw this afternoon—"

She broke off with a wave of her hands. She was really attractive, and if Heads were wiring to her—

"Will you let me know a few points first?" said I. "Just your name and experience, and so forth."

"Indeed, yes," she cried. "I'm from Mars!" Breath simply left me. I never could stand the idea of a lunatic at large. But, without noticing my appalled expression, she went on quickly:—"And Professor Bodge, who brought me down to earth with his—I never can remember the name of the thing—something-scope, tells me that the only way in which women like myself can get a living here straight off is by teaching. I told him I knew nothing to teach, and he said that he had never discovered, in conversation with women who were earning salaries by teaching, that they knew anything either. He supposed they read books to the pupils, and I could do that and more: I could tell them something about another planet, and how people lived on it, and that there was nobody else in the world, so far as he knew, who could teach that. He said he would write to a firm of educational agents about me, and would tell them to circulate my name among their clients as 'recommended by Prof. Bodge.' I had better leave the explanation about Mars to him. Then arose a difficulty about my name, as we don't have names like yours in Mars, and I could not very well tell mine to a man—it wouldn't be at all the thing. At last I suggested 'Miss Mars,' and he said it would do beautifully.

"So he sent in the notice, and next day I got the first wire from a Head. She asked what I taught, and could I come to see her to-morrow? That was another difficulty. I asked the Professor what I was to say. 'I don't know what they do teach in girls' schools,' he said. 'But you must say something. When you see her, you can ask her what she wants you to teach, and then I'll find you some books about it. It can't matter much, for though I know they talk about all sorts of things they are teaching the girls, I never met a really nice girl from school who didn't tell me that she knew absolutely nothing. Look here!' and he picked up a paper and turned to the back page:—"Mistress wanted for general form subjects." That will just do. Wire her: "General form subjects, arrive twelve thirty, Mars," and there you are."

"There's another great difficulty, Professor," I said. "We don't have girls on Mars. What are they? I suppose if you teach a girl you must know something about it?" The Professor went rather pink. "As a scientist, I agree. But I thought you had been a girl once," he said. "Our girls grow up into women." He was getting quite red, and it did seem strange. "Never mind," said I quickly, "I'll ask the head mistress. She will know all about them, of course." "Of course," said the Professor, with a groan of relief. I

was puzzled and very curious. 'And I believe I've a book about them somewhere.'

"He gave me a book, *Girlhood and Womanhood*, or some such name. It quite absorbed me, and I grew enthusiastic over your strange (to me) scheme of life. The idea of tiny babies and children growing into men and women like us on Mars, and then becoming helpless old people, and the old and the young so dependent on the girl and the woman. It all seemed very sweet to me. And then nursing people in illnesses, and having houses to look after, and husbands to live with them. Evidently women are very important in this life of yours. I felt much attracted by the idea of helping them to prepare to do all these things.

"Well, the next day I went off, in the Professor's car, to see the lady. (To-day, of course, but your time arrangements are very confusing at first.) She was very nice, I thought, but rather old, and something about me seemed to surprise her from the first.

"So glad you were able to come. But I thought from Prof. Bodge's name that you would be prepared to teach Science.' And then she paused.

"I dare say I could,' I said. 'My great difficulty is that I have no previous experience of girls.'

"Oh! You have taught grown-up students, I suppose?"

"I have had experience of both men and women,' I murmured. And so I have. 'But I don't feel that I quite understand girls. However, if you would give me a few hints. For instance, when your girls grow up into women, what will they do?"

"Oh, er—well, perhaps half of them marry."

"Marry,' I observed, reflectively. I had noticed this in the book the Professor lent me. 'Then they will have children—little helpless things—to look after for a long time, won't they?"

"Yes, but they don't all marry,' she said; 'that's one of our difficulties. Still, many will look after their homes and parents, and so forth, and I do like the real "home girl," don't you? But I am afraid we are wandering a little.'

"Yes, of course,' I said, 'we must look at the whole question.'

"She was looking rather surprised, but I did not want her to ask too many questions before I could find out just where we were about these 'girls.' 'You will want us to teach them all about their own health, and children, and then about their houses and servants, and how to look after their parents and make their homes clean and happy.'

"Really,' she interrupted me, 'we have very little time.'

"I'm so sorry,' said I, 'I'll go quicker; and their husbands—'

"Please,' said the lady, and I noticed she was getting quite pink, like the Professor, about girls, 'I must change the subject.'

"Oh, of course,' I cried. 'I know there won't always be the same things to teach. I know there is all about children's illnesses, and nursing them, and the treatment of delicate and defective children, and first aid. If they are to have servants, I will find out what servants do, and teach the girls to do it. I suppose you don't have the servants here to teach, do you?"

"I think, Miss Mars,' said the quite red head mistress, 'you have no conception of a modern curriculum—English, history, geography, mathematics.'

"But why do your girls do all these things? The Professor said they grew into women, and I know your women have children and husbands, though of course ours don't."

"Miss Mars!' said the lady, rising, quite purple, and looking so terrible. 'Miss Mars!'"

* * * * *

"Miss Marsden!"

I woke. It was Mrs. Clutton. Where was Miss Mars?

"I'm afraid you are too tired for a little bridge to-night?" she said gently. "Can you? But we won't bother you. I expect you are quite worn out with teaching."

H. W.

COMMITTEES ON SCIENCE AND MODERN LANGUAGES.

IN pursuance of the arrangements which the Government have made for reviewing the system of education as a whole, the Prime Minister, it is officially announced, has appointed two Committees to inquire into the position of science and modern languages respectively in the system of education in Great Britain.

Science.

The terms of reference of the Science Committee are as follows:—

To inquire into the position occupied by natural science in the educational system of Great Britain, especially in secondary schools and Universities, and to advise what measures are needed to promote its study, regard being had to the requirements of a liberal education, to the advancement of pure science, and to the interest of the trades, industries, and professions which particularly depend upon applied science.

The members are:—Sir J. J. Thomson, O.M. (Chairman), Cavendish Professor of Experimental Physics, Cambridge; the Right Hon. F. D. Acland, M.P., Secretary to the Board of Agriculture; Professor H. B. Baker, Professor of Chemistry, Imperial College of Science; Mr. Graham Balfour; Sir William Beardmore, chairman William Beardmore & Co.; Sir G. H. Cloughton, Chairman London and North-Western Railway; Mr. C. W. Crook; Miss E. R. Gwatkin, Head Mistress Queen Mary High School, Liverpool; Sir Henry Hibbert, M.P., late member of the Consultative Committee of the Board of Education; Mr. William Neagle; Mr. F. G. Ogilvie, director of the Science Museum, South Kensington; Dr. Michael Sadler, Chancellor of Leeds University; Prof. E. H. Starling, M.D., Jodrell Professor of Physiology, University College, London; Mr. W. W. Vaughan, Master of Wellington College; Secretary, Mr. F. B. Stead, H.M. Inspector of Schools.

Owing to unforeseen circumstances Lord Crewe finds that it will not be possible for him to act as Chairman of the Committee, as previously announced.

Modern Languages.

The terms of reference of the Modern Languages Committee are as follows:—

To inquire into the position occupied by the study of modern languages in the educational system of Great Britain, especially in secondary schools and Universities, and to advise what measures are required to promote their study, regard being had to the requirements of a liberal education, including an appreciation of the history, literature, and civilization of other countries, and to the interests of commerce and public service.

The members are: Mr. Stanley Leathes (Chairman), First Civil Service Commissioner; Mr. C. A. Montague Barlow, M.P.; Mr. E. Bullough; the Right Hon. Sir Maurice de Bunsen, late H.M. Ambassador in Vienna; Mr. A. C. Coffin, Director of Education at Bradford; Dr. H. A. L. Fisher, Vice-Chancellor of Sheffield University; Mr. H. C. Gooch, late Vice-Chairman L.C.C. Education Committee; Mr. J. W. Headlam, H.M. Staff Inspector of Secondary Schools; Mr. L. D. Holt; Dr. Walter Leaf, Homeric scholar and Deputy-Chairman of the London County and Westminster Bank; Dr. G. Macdonald, of the Scottish Education Department; Mr. A. Mansbridge, of the Workers' Educational Association; Mr. Nowell Smith, Head Master of Sherborne; Miss M. J. Tuke, Principal of Bedford College; Sir James Yoxall, M.P., General Secretary of the National Union of Teachers; Secretary, Mr. A. E. Twentyman.

In considering the provision of scholarships, bursaries, &c., the Committees are requested to take into account the Interim Report of the Consultative Committee of the Board of Education on this subject.

Communications intended for the Committees should be addressed to the Secretaries, Mr. Stead or Mr. Twentyman, as the case may be, at the Office of the Board of Education, Whitehall, London, S.W.

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No time-server he, though born to rule,
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He is the man to make a Peer,
Through mines and submarines he will steer
The vessel of State, and if he hold sway,
Jews and dissenters will all obey.
I, the Sage, am his guarantee,
And the *Times* will say ditto to T. E. P.

MODERN FOREIGN LANGUAGES.—The Commercial Education Committee of the London Chamber of Commerce have received the following communication:—"Having knowledge of the excellent results of the examinations in French shorthand organized by your honourable association, the Administrative Council of the Association Sténographique Unitaire, Paris, has decided to offer to the London Chamber of Commerce a medal in silver, to be awarded to one of the candidates in the name of the Association Sténographique Unitaire." The London Chamber of Commerce, it passes without saying, welcome this appreciative recognition of the persistent endeavour to place the acquisition of foreign languages in the forefront of commercial education. It helps to swell the encouragement given by the French, Spanish, Portuguese, Italian, Norwegian, and other Governments which have furnished special awards for that purpose. Home support, too, has not been lacking. In addition to the Chamber's own prizes, the Worshipful Company of Salters have, since the commencement of the scheme, presented annually two scholarships, each of £25, to successful candidates in the Senior and Junior Examinations in Modern Foreign Languages. Foreign languages for the British commercial representative are indispensable, Spanish and Portuguese being of paramount importance. Our enemy boasts that South American trade will be almost exclusively in his hands. That boast must be discredited.

CAMBRIDGE LOCAL EXAMINATIONS.—The class lists of the Cambridge Local Examinations held in July have been published, showing that the total number of candidates entered was 8,778, exclusive of 729 who were examined at Colonial Centres. In the Senior Examination 1,333 boys and 2,062 girls passed, First Class Honours being gained by 98 boys and 25 girls. The standard of merit necessary for exemption from one or both parts of the Previous Examination was reached by 697 boys and 492 girls. Of the junior candidates 1,567 boys and 1,086 girls satisfied the examiners, 147 boys and 12 girls being placed in the First Class. In the Preliminary Examination 262 boys and 222 girls passed. It is hoped that the class lists for the Colonial Centres will be issued in September.

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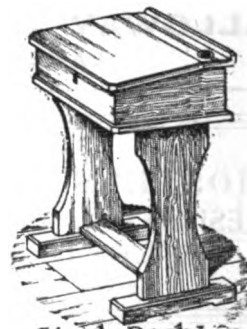
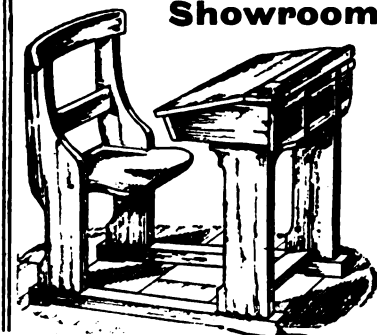
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THE NEW COMMITTEES.

LAST week the Government announced, through the medium of the Press Bureau, the appointment of Committees to inquire into the position of science and modern languages respectively in our system of education. We give the constitution of these important bodies on another page. Their duties are clearly of the most momentous character, for they involve the sedulous preservation of the interests of sound education in the face of probable demands for trade science and commercial language. Such demands are inevitable after the lessons of the War, and we recognize that far more must be done in the future than has been done hitherto in the direction of applying science to the purposes of manufacture and of providing linguistic ability to facilitate international trade. We do not admit, however, that in satisfying these specific demands we are providing a complete fabric of real and necessary education. The attempt to satisfy them will end in failure unless it is remembered that such specialized and applied studies can have no proper and lasting foundation other than a training which is in the broadest sense humane. It would be well if each committee were to place in a conspicuous position over the Chairman's desk a paraphrase of a well-known passage, which for this purpose might read: "When I have done with him he shall not be a 'foreign correspondent' or a 'scientific adviser.' He shall be first and foremost a man." The real trouble is that the country may be persuaded to pay for scientific experts and foreign correspondents more easily than for men. The immediate profit is perceived, the distant and greater good obscured. Hence there will be the temptation to justify the inevitable expenditure of public money by seeking to offer a speedy return in kind.

It is for the committees to resist this temptation and to keep steadily in view the true aims of a national system of education. We are not wholly satisfied that they are con-

stituted to that end. On the Science Committee we look in vain for any considerable number of teachers, and especially of those who have actual experience of teaching science in schools. The Committee on Modern Languages includes a former lecturer on Greek and Ancient History, an examiner in Law, an Ambassador, an editor of the "Cambridge Modern History," and a former secretary to the Workers' Educational Association. The varied attainments and eminence of those members command our unstinted respect, but we had hoped that the experience and knowledge of the men and women who are engaged in teaching modern languages in our schools would have been more fully recognized. The committees are more satisfactory than a Royal Commission, but they are not as strong as we could have wished. We hope that they will make every effort to learn the views of practical teachers and will give full consideration to them before issuing the reports which we shall await with much interest.

THE TEACHING OF EVERYDAY SCIENCE

By E. C. ABBOTT, M.A.

THE subject of science teaching in schools is now receiving considerable attention, and the present system seems to need some modification. Science is already taught in most secondary schools, and time and money are freely spent on it, but it is not sufficiently applied to the needs of everyday life, and very little useful knowledge is obtained. The principle of the present method of teaching science is that the pupil is not to be told anything, but to be led by a series of experiments to find out for himself. The purpose is to encourage the spirit of scientific inquiry and investigation, and the educative value is supposed to be of more importance than the facts gained. This may be the best training for a pupil who means to take up a scientific career, but does not go far enough for those who learn it only for two or three years. Science is so intimately connected with our everyday life that we want all the knowledge we can get in order to apply it.

There seem to be many objections to the present method.

- (1) It is necessarily so slow that the pupils have found out very little in the few years of their school life, and the most useful everyday science is never reached.
- (2) The spirit of inquiry shows itself later, when the pupils have enough knowledge for interest to be aroused. The subject generally begins with a long course of weighing and measuring, finding of density and specific gravity, which cannot interest any child.
- (3) The purpose of the experiment is often lost sight of in details of manipulation and apparatus.
- (4) Numerous experiments are performed and written out, but the great principles of the subject are not made conspicuous, and are obscured by details.
- (5) A great deal of valuable information might be given in the time taken in doing one experiment, and much time is necessarily lost in waiting for things to boil or to cool in the experiments themselves.
- (6) The apparatus and equipment are so costly that some schools cannot teach science at all and, where taught, the results are often out of proportion to the expense.

I find that pupils understand and remember experiments which have been clearly described or demonstrated to them, better than those they have performed themselves. In the former case the result is clear, and the attention of the pupils is directed to the essential parts of the experiment. In the latter the result is often obscure on account of want of skill or neglect of necessary precautions, and the point of the experiment is often confused with details of manipulation and apparatus. Also I find that pupils are more interested in trying to find out things for themselves when they already have some facts and principles on which to work.

In teaching science I have always tried to draw attention to the great principles of the subject, and have illustrated them by facts from everyday life. I found that my pupils

readily grasped these principles, and were then interested in working experiments to illustrate them, or to show how they might be altered or adapted to suit other conditions. They did fewer experiments than those taught under the present system and spent less time, but they understood more science, and they were able to apply and make use of all they knew.

I should like to suggest a two years' course in general everyday science, which should be illustrated largely by familiar examples from ordinary life, with a few simple experiments. It might include simple lessons on air, water, combustion, heat, pressure, forces of Nature, multiplication of power, laws of health, food of plants, and the cultivation and reproduction of flowers, fruit, and vegetables. This could be done in about three hours a week for two years with children of about eleven to fourteen, in the last two years of an elementary school, or the first two of a secondary or high school. It would show that science really is a study of Nature, and is not limited to the bottles and apparatus of a laboratory. Nature study has been taught as a living subject leading to botany and zoology. Why should not a more natural preliminary course be made for chemistry and physics? This would serve as a useful help and interest in life to those who were unable to go further, and would also be a good foundation for the regular experimental study of chemistry, physics, biology, and geography in the secondary schools.

It is suggested that this should be taught in an easy descriptive or narrative form, to provide a good basis of useful knowledge. The pupils, in place of describing their own experiments, would supply a number of illustrations from their own observation and experience. The pressure of water could be illustrated by fountains, water supply, hydraulics, springs, and submarines. The actions of swimming and floating, paddle-wheels and oars, Zeppelins and aeroplanes could be compared. Children are always interested in watching a workman doing repairs, and are curious to know what makes a train go, and why the wheels of a clock go round. They want to know how motors and bicycles move, and how telegraphs, telephones, gramophones, and living pictures work. Very few will reach this stage by their own experiments in an ordinary school course, and long before this the interest in them will have ceased.

It seems to me that the spirit of scientific inquiry would be all the more keenly aroused by having these wonderful things explained, and the pupils would be the more eager to find out for themselves, and to think out experiments by which they could do so. After having studied the forces of nature by wind mills, water mills, steam, and electricity, they would try to think out other likely forces. If waterfalls can be used to turn wheels or supply electricity, why not tides, currents, or waves? The study of multiplication of power shown by pulleys, levers, &c., would suggest similar cases. Such lessons would exercise the imagination, as new wonders were revealed, and would be most inspiring. The world is full of wonders unnoticed by most people, because not understood, and yet a knowledge of them would be most useful, and would add greatly to the interest of life. A knowledge of the science underlying ordinary life, as the laws of health, the care of children, cookery, and other household matters, gas and water supply, lighting, heating, and drainage, is needed every day, and much of the trouble of domestic life is due to ignorance of it.

Why should this knowledge of the useful and the wonderful be withheld from people until they are in a position to find them out for themselves by a series of long, slow, and uninteresting experiments, which probably take away all desire to know? Surely, though taught as facts, this knowledge is a most valuable and desirable possession, and would be an inspiration to scientific inquiry and effort. It would exercise the imagination, brighten the intellect, and fill the mind with beautiful, useful, and elevating thoughts. I hope very much that some arrangement may be made by which the facts and principles of science may be more generally taught, and brought to bear on everyday life and work.

EXAMINATIONS IN SECONDARY SCHOOLS.

A NEW CIRCULAR FROM THE BOARD OF EDUCATION.

THE Board of Education have issued the following Circular, dated July 20, 1916:—

CIRCULAR 956.

1. As a result of suggestions for the improvement of the examinations of secondary schools which were made by the Board of Education in their Circulars 849 and 933, revised Regulations to come into effect in 1917 have been issued by several of the University Examining Bodies, whose examinations are at present commonly taken by pupils in secondary schools. The Board have been in consultation with these Examining Bodies as to the conditions under which the revised examinations can be accepted as qualifying for admission to a training college and for the status of uncertificated teacher. They have decided to accept for either of these purposes a Pass in any one of the three examinations named below under the conditions stated in each case.

2. The Senior Local Examination of the University of Oxford will be accepted, provided that:—A. The candidate has qualified for a Senior Local Certificate and has reached a sufficient standard (whether at one or more examinations) in the following: Section I (English), Section II (b) (English History), Section III (Geography), Section XIII (a) (Arithmetic); or B. The candidate, if he has not qualified for a Certificate, has at one and the same examination reached a sufficient standard in the following:—(a) Division I [including Section I (English), Section II (b) (English History), Section III (Geography)]; (b) Section XIII (a) (Arithmetic); (c) either a Section in Division III, or Section XX (Music), or Section XXIII (Needlework), or Section XXIV (Drawing). (Note.—By "sufficient standard" in a section or subject is meant a standard equivalent to the standard at present required by the examining body for a Pass in the section or subject. Compensation will, however, be allowed between the sections of Division I.)

3. The Senior Local Examination of the University of Cambridge will be accepted, provided that:—A. The candidate has qualified for a Senior Certificate and has reached a sufficient standard (whether at one or more examinations) in English Composition, English Literature, English History, Geography, and Arithmetic; or B. The candidate, if he has not qualified for a Senior Certificate, has at one and the same examination reached a sufficient standard in:—(a) Group I (including English Composition, English Literature, English History and Geography); (b) Arithmetic; (c) either a subject of Group III, or Drawing, or Music, or Needlework. (Note.—By "sufficient standard" in a subject is meant a standard equivalent to the standard at present required by the examining body for a Pass in the subject. Compensation will, however, be allowed between the subjects of Group I.)

4. The School Certificate Examination of the Joint Matriculation Board for the Universities of Manchester, Liverpool, Leeds, and Sheffield will be accepted, provided that:—A. The candidate has qualified for a School Certificate and has reached a sufficient standard (whether at one or more examinations) in the following—English Composition and Literature, English History, Geography, and Arithmetic; or B. The candidate, if he has not qualified for a School Certificate, has at one and the same examination (1) reached a sufficient standard in English Composition and Literature, English History, Geography, Arithmetic, and either a subject from Group III (other than Geography) or a subject from Group IV (other than Shorthand or Book-keeping); and (2) reached a satisfactory standard in Group I and in the examination as a whole. (Note.—The terms "sufficient standard" and "satisfactory standard" have the same meaning as they bear in the new Regulations of the Examining Body.)

5. It should be noted that the conditions for recognition as an uncertificated teacher will in future be the same as the conditions for admission to a training college.

6. A candidate who passes in any of the examinations named above under the conditions set out under Head A, will be regarded by the Board as qualified for admission to a Degree course in a training college provided that he has also satisfied any further conditions which may be required by the authorities of the University for whose degree he is to be prepared as enabling them to accept the examination in place of their Matriculation Examination.

7. The Board are prepared to consider on their merits cases of

pupils in secondary schools who enter for the examination for the Certificate of any of the Examining Bodies named above, and who reach a sufficient standard in English, History, Geography, Arithmetic, and a Foreign Language, but fail to reach a sufficient standard in a subject from Group III or Group IV.

8. Any person who has obtained a Certificate from any of the Examining Bodies named at an examination held before January 1, 1917, and who may not be completely qualified either for recognition as an uncertificated teacher or for admission to a training college, will be allowed to complete his qualification in accordance with the Regulations of the Board which are at present in force, provided that he reaches a sufficient standard in those of the required subjects in which he has not already satisfied the Examiners.

9. A candidate who has obtained a Certificate from any of the three Examining Bodies named at an examination held before January 1, 1917, will be regarded as qualified by examination for admission to a training college if he satisfies the Examiners in either Drawing, or Music, or Needlework, as an alternative to passing in Mathematics, or a Science Subject, or a Foreign Language.

L. A. SELBY-BIGGE.

JOTTINGS.

CRUMBS from an examiner's table (Northern Universities Matriculation): (1) The private life of Horatio Nelson was most regrettable, but then this is the case with all really great men. (2) Nelson remained of short stature till the day of his death. He had many brothers and sisters; also many uncles and aunts. (3) Swift was a great man at damning people; so was Addison, but in a milder form. (4) Burns's poems are difficult for us to understand, for he writes about things that specially interest the Scotch, such as drink.

In the *Parents' Review* there is a touching appeal for the Polish refugees in Russia, some twelve millions of all nationalities, the victims of the German invasion of 1914. The material damage in the occupied districts is reckoned at £500,000,000. In providing food and shelter, the Red Cross and local associations from the first worked energetically, and in the first three months of the War the Tatiana Committee expended some million and a half roubles, and the Government, though late in entering the field, were not less energetic in providing hospitals, more permanent refuges, and work. The appeal comes from Mme Herzenstein, of Petrograd, and is published without any editorial corrections or comments.

THE *Bookseller* records the death of Mr. John Walker, founder and head of the well known wholesale stationers. From March 1880 to December 1883 Messrs. John Walker & Co. were publishers of *The Journal*.

BRITISH PRISONERS OF WAR.—The recent revelations respecting the conditions and needs—physical and mental—of some of the British prisoners of War interned abroad, coupled with the recently imposed restrictions on the transmission, by private individuals, of any printed matter to enemy or neutral countries, makes it more important than ever that friends and correspondents of our interned men, when writing to them, should acquaint them with the existence of an educational book scheme, under which they can get their wants supplied. Under this scheme any such prisoner can obtain, free of charge and carriage paid, good books of an educational character (not fiction or light literature) on almost any subject for reading or private study during his internment by communicating (either directly or through a correspondent) with Mr. A. T. Davies, of the Board of Education, Whitehall, London, S.W. Prisoners are invited to state as precisely as possible on a form (which can be had gratis on application) what kind of books they desire. The evidence that has already reached this country shows that it is necessary to provide not merely physical, but also mental, sustenance for British prisoners during their confinement, and this the above educational book scheme aims at doing. Offers of suitable books for

the latter will be gladly received by Mr. Davies, but they should be accompanied by a submission of the list of books proposed to be contributed.

THE Blue Ribbon of the Pharmaceutical Society, the highest award available for its students, has this year been assigned to Dorothy Alice Bills, of Stourbridge. The scholarship was established in 1861, and this is the first time a woman has gained it.

THE Head Master of Rugby, Dr. A. A. David, has offered the services of scholars, to help with harvest and other farm work, to the Midland Farmers' Association and the Rugby and Dunchurch Agricultural Association. Boys of sixteen and a half to eighteen years old will be sent in gangs, under a captain, to toss hay, thin mangolds, hoe, weed, and so forth.

CO-EDUCATION.—The City Corporation have adopted the co-education system at the Freeman's Orphan School, Brixton, where boys and girls are being taught together in the same classes, according to their ages. Thirty orphans of citizens who have fallen in the War have recently been admitted to the school.

JOHN SPENCER CURWEN.—By the death of Mr. John Spencer Curwen the Tonic Sol-fa Association loses its President. Mr. Curwen was born in 1847, and in 1880 became Principal of the Tonic Sol-fa College, which his father had founded in 1869. He held this office till 1911, but still remained President of the Association. He was also editor of the *Musical Herald*, was the founder of the Stratford Musical Festival in the early eighties, and had a good deal to do with the recognition which festivals have since obtained. Mr. Curwen wrote many books on the Sol-fa system, as well as a biography of his father. His widow is also a writer of books on musical subjects, the best known of which is *The Child Pianist*.

ROLL OF HONOUR.—Captain B. L. Fenton, Dorset Regiment, Assistant Master at King's School, Worcester, and first Commanding Officer of the Officers' Training Corps there; Captain C. J. S. Wright, Leicestershire Regiment, Assistant Master at Earleywood School, Ascot; Lieutenant R. J. E. Tiddy, Oxford and Bucks Light Infantry, Fellow Trinity College, Oxford, Lecturer in Classics, and University Lecturer in English; Lieutenant L. P. Abbott, Leicestershire Regiment, Assistant Master at Bramcote School, Scarborough; Lieutenant R. G. Scrase, Gloucestershire Regiment, Assistant Master at St. Michael's, Westgate-on-Sea; Lieutenant L. W. Hunter, Oxford and Bucks Light Infantry, Derby Scholar 1909, Fellow and Lecturer of New College, Oxford; Lieutenant S. B. McLaren, M.A. Cantab., Signal Officer, Royal Engineers, Professor of Mathematics, University College, Reading; Second Lieutenant P. Newbold, West Kent Regiment, sometime Lecturer in Classics at Armstrong College, Newcastle; Second Lieutenant B. A. Whitley, Royal Scots, Assistant Master at Loretto School.

REGULATIONS FOR TECHNICAL SCHOOLS, 1916-17.—The Board of Education issued on August 11, Circular 961, containing the Regulations for Technical Schools, &c., in England and Wales for the year 1916-17. Subject to certain alterations the Regulations are continued 'as last year. The main changes are that special grants in aid of instruction for men in the Army are withdrawn owing to the small demand now existing for camp classes of a special kind. Schools of art are to receive an inclusive annual grant, assessed by the Board after consideration of the volume, character, cost, and merit of the work done in the school, and of the efficiency with which the work is organized and co-ordinated with that of other schools and classes in the locality. The grant may also cover the work of a junior department (full-time or part-time) attached to the school. In addition to the work done in art subjects, the Board may take into account instruction in subjects of general education forming part of the junior course, and instruction in literary or pedagogic subjects, forming part of an organized course specially approved by the Board for students of suitable types in the school of art proper. This last provision seems designed to encourage the training of teachers of art, and a similar provision will be found in a new footnote to Article I of Part V, having reference to training courses for teachers of domestic subjects.

CORRESPONDENCE.

COMPULSORY LATIN AT PUBLIC SCHOOLS.

To the Editor of The Journal of Education.

SIR,—I have missed in the *Journal* any notice of the "Common Entrance Examination," the operation of which has been treated in a series of articles in the *Preparatory Schools Review*. Yet in view of imminent changes nothing could be more instructive than the notes contributed by the fourteen head masters of the schools concerned.

With your leave I will summarize the most important, and append a general comment.

Eton took this year for the first time the English paper, and the Head Master announced that the paper would be treated as of equal importance with such subjects as Mathematics and French. "Where a boy's performance in Latin makes his place doubtful, good work in English would decide the point in his favour." History and Geography count only in cases where Greek and Latin work does not allow of a clear decision. Latin verse is expected of boys who otherwise reach the standard of the Upper Fourth.

At Rugby, boys are placed by general impression, and Dr. David is the most pronounced of the reformers. "There is no subject or kind of work in which the fruits of regular practice in reading English books and in writing English Composition do not declare themselves," but the results of such teaching cannot be adequately expressed in terms of marks. Knowledge of facts is easily tested, but the far more valuable power of dealing with such knowledge—intelligence, mental alertness, imagination, and power of expression—cannot be separately marked.

At Harrow and Wellington College, as at Rugby, the highest marks are assigned to English; but in all the fourteen schools Latin still continues the *unum necessarium*, and for the boy who takes up only English, Natural Science, Mathematics, and a modern language there is at present no place in an English public school. Yet few will deny that such a curriculum provides the elements of a liberal education, and if, as the most enlightened of our head masters now acknowledge, the study of Greek may with profit be postponed to the age of fifteen or sixteen, there can be good cause for compelling *all* preparatory masters to teach Latin to boys of eleven or twelve. Heine is a flagrant example of the effects of premature and compulsory Latin.—Yours, &c., S.

THE MATTHAY METHOD.

To the Editor of The Journal of Education.

DEAR SIR,—May I appeal through your journal to my fellow Head Mistresses to reconsider the attitude that they are taking up towards the Matthay method of music teaching? I have reason to believe that we are making ourselves ridiculous in the eyes of genuine musicians by insisting that teachers should use that method. In advertisements and in notices of vacancies sent out by scholastic agents the words constantly occur, "Music Mistress required (Matthay method preferred)"; and teachers are beginning to think that they cannot get posts without it.

Many Head Mistresses have not much knowledge of piano-forte teaching, and that is probably the reason for this extraordinary run upon a method which to many well trained musicians is merely artificial and cramping. Individual teachers may find it useful, but it seems to me that, in regarding the Matthay method as essential to the equipment of a good teacher, Head Mistresses are doing a serious injury to the art of music.—Faithfully yours,

M. S.

UNIVERSITIES AND SCHOOLS.

WALES.

The Central Welsh Board have, we understand, been invited to give evidence before the Royal Commission on University Education, but it is probable that no reference will be made before the Commission to the constitutional questions discussed in the pamphlet *Wales and To-morrow*. It is not within the powers of the Commission to pronounce an opinion or make any recommendations as to the constitution of any education authority except the University. But there are many other points of great importance which the Commission can properly deal with, and on these questions the Central Welsh Board, as the authority controlling secondary education in Wales, can throw much light, as it alone possesses the necessary information. Such questions are—the character of the University Matriculation, the recognition of the Higher Certificate of the Central Welsh Board by the University, the age of entrance to the University, &c. A satisfactory solution of these and similar problems would tend to simplify our educational system, and, by drawing closer the links connecting the intermediate schools and the University, strengthen the latter and make it more truly national.

There is a sharp division of opinion among the leading denominations in Wales as to whether a Chair of Theology should be established in the University. Hitherto, each denomination has its own colleges and appoints its own professors, though the University examines its students for the B.A., B.D. degrees. The college, however, is recognized by the University unless it has three professors at least, so as to guarantee that the teaching staff is adequate. The North Wales Association of the Calvinistic Methodists, as well as one or two other religious bodies, have now passed a resolution in favour of transferring the teaching of Theology altogether to the University, free of all denominational control. The South Wales Association, on the other hand, have pronounced very decidedly against the proposed change, because they are of opinion that they are the natural and rightful guardians of the religious tenets of their ministerial probationers. There the question at present stands, and it is for the Commission to solve it.

A special meeting of the University Court will be held in September to consider fully and finally the nature of the evidence which it will submit before the University Commission.

Apart from the usual statistical information, the most interesting paragraphs in this report are those relating to the use of libraries in the schools. The Welsh Department deplores the fact that in twenty-two schools the number of Welsh books—fiction

or other—is lamentably small, and most people will be disposed to agree that it is not fair to the pupils to deprive them of all literature relating to their native country. But, on the other hand, in fairness to these schools it should be stated that it is far from easy to make a selection of Welsh books which are really suitable for a school library. There is very little fiction in Wales, and modern Welsh literature is chiefly of the biographical or theological character and therefore of no great interest to school boys. Most school libraries, we imagine, contain copies of some of the standard Welsh books, such as *Bardd Cwse*, &c., but it is only the select few who will peruse them, and that but rarely. Could not the Department, now that it has drawn attention to this defect in our libraries, go a step further and issue a list, say, of a hundred Welsh books—not reference books—which the average pupil can read and enjoy? Criticism is useful, but much more good can be done by supplying the schools with a list of this kind. The Department can easily secure the services of an expert for the purpose, but he must not overburden his list with too many of the classics, or—we may as well face the truth squarely—the books will not be read by the average pupil.

WOMEN'S WORK ON THE LAND.—The Women's National Land Service Corps is appealing for recruits for work on the land. Educated women to the number of at least a thousand are wanted at once to take service for the period of the War. The work includes the ordinary duties of a farm, and untrained women may have a course of instruction covering six weeks on payment of a small fee for maintenance. The Corps is recognized by the Government as the central voluntary body for recruiting women of the professional and leisured classes for work on farms.

REVIEWS AND MINOR NOTICES.

"Oxford Classical Texts."—P. OVIDI NASONIS: *Tristium Libri V; Ibis; Ex Ponto, Libri IV; Halieuticon Fragmentum*. Recognovit brevique adnotatione critica instruxit S. G. OWEN. (3s. net.)

The name of Mr. S. G. Owen is well known to the public as that of a scholar who has devoted much time and attention to the ascertainment of the text and the manuscript tradition of the later poems of Ovid, and more than three-quarters of the present volume consists of works that he has edited before. In 1889 he published a large critical edition of the *Tristia*, which will not be superseded by the text and critical apparatus now under review; and five years later a revised text of this with abbreviated notes, together with an edition of the *Epistles from Pontus*, appeared in the new *Corpus Poetarum Latinorum*. Both of these were reprinted, so far as the text was concerned, in the third volume of the pocket *Ovid*, which the publishers of the *Corpus* issued in 1898.

The MS. basis of Mr. Owen's text of the *Tristia* is the same as before, with two interesting, though inconsiderable, accessions. An inscription has been observed from which we can restore a line corrupted, and corrupted in exactly the same way, in every one of our extant manuscripts, which at I, 11, 12 give "omnis ab hac cura mens relevata mea est," when Ovid wrote, and the inscription records, "ab hac cura relevata." The other is the *Fragmenta Trevirensia*, discovered by Herr R. Ehwald, which consist of only four pages, including about 120 lines from Books I and IV. The discovery does not affect the current text, though some accepted readings are now better supported than they were, and Mr. Owen has the gratification of recording that his conjecture at IV, 4, 85, "aque" for "atque," is now confirmed by external authority. The text of this edition does not differ materially from that of the last. The changes are in most cases improvements, e.g. I, 4, 9, "pulsu" for earlier "pulsi"; II, 16, "ista" for "icta"; 237, "mirer" for "miror"; V, 8, 32, "isse diem" for "esse diem"; the substitution of "sermoni deficiente die" for "sermonem d. d." in V, 13, 28 is more dubious. A certain number of readings are retained which should have been abandoned by this time. I, 1, 26, "maior" (read "peior"), ib. 47, "circumspice" ("circumice," Heinsius); ib. 124, "tardae . . . morae" is surely better than "tardae . . . viae," to which it would easily be corrupted; at III, 7, 13, "facie" seems required instead of "fatis," but it is not even mentioned. So "liquidus" of the Danube after a thaw, in III, 10, 8, "ille suis liquidis bella repellit aquis." And "tulit," not "tibi," is demanded in III, 8, 12; for the point is not that aviation would never be possible for Ovid, but that it was, and would remain, a mere chimera. Mr. Owen fights shy of the obelus, which is not once employed in his *Tristia* or *Epistulae ex Ponto*. So the reader is left without notice to wrestle with such puzzles as II, 495 seq.: "denique nec video tot de scribentibus unum | quem sua perdidit Musa, repertus ego." The following misprints may give trouble: II, 542, "praeterit" for "praeterii"; IV, 4, 4, "numeris" for "nervis." The authority for "Oresta," I, 5, 22, should be stated in the note, and at II, 472, Bentley's "erat" should certainly be mentioned.

We find more additions to the critical apparatus of the *Ex Ponto* Epistles; but this increase has not been attended by a corresponding improvement in the text. This is due, in part at least, to the influence, traceable also in Mr. Owen's recension of the *Tristia*, of the German critic already mentioned. At I, 3, 85 seq., Mr. Owen had previously given us "quo magis ignoscat sapientia vestra dolenti qui facit ex dictis non ita multa tuis"; but now at the bidding of "Ehwald Kr. B., page 53," he returns to the corruption of the manuscripts and writes, "dolenti: quae facit ex dictis, non ita multa, tuis." We might expect a sentence thus appended to give a reason why Ovid should be excused by his more philosophic friends for disregarding advice; but we are told that it is to mean

"the matters in which your friend does not follow your advice are not so very numerous." Again, in II, 7, 23 *seq.*, Mr. Owen, deserting a lection which, if not correct, was at any rate intelligible, now presents, "crede mihi, si sum veri tibi cognitus oris (nec planis nostris casibus esse puter)," from which we are to extract (if we can) the sense "etsi manifesti sint casus mei, esse veri oris non puter." At I, 7, 57-58, Mr. Owen has not only received the Ehwaldian invention into his text, but has now suppressed the only emendation, that of Korn, "nescit" for "sensit" in 57, which gives a reasonable sense. There is certainly bettering here and there: II, 3, 96, "precor" for "precor"; *ib.* 9, 37, "fac prosis intra"; *ib.* 10, 45, "quidem" for "equidem"; III, 1, 104, "ministrat" for "ministret"; *ib.* 4, 10, "quamlibet" for "quemlibet"; *ib.* 27, "mentis" for "gentis." But we must add on the other side, I, 5, 79, "calidae . . . Syenae" for "calida . . . Syene"; 7, 66, where an emendation of Dr. Purser's has been improved away; III, 2, 83, where Heinsius is now abandoned for Ehwald; IV, 6, 12, "fuero" for "fuerim"; and *ib.* 9, 115, "ara" for "ora." The treatment of III, 9, 23-26 is particularly curious. The sense of these lines is that, "though correction is as less difficult than composition as Aristarchus is inferior to Homer, yet it checks the flow and force of the composer." For "et" or "at" in 23, Mr. Owen rightly reads "ut" ("while"), but refuses the "minus ardua" for "magis ardua" which that "ut" requires.

In editing the *Ibis* Mr. Owen has had two eminent predecessors, the late Prof. Ellis in his learned and elaborate edition of 1881, and Prof. Housman in the Corpus collection and the separate reprint of Ovid already referred to. Mr. Owen's text lies between the two, but somewhat nearer to the latter, and may, on the whole, be commended. His emendation of 289 "parum immitis" for "mitis," with its reference to the "philanthropy" of Prometheus, which was the cause of his troubles, is undeniably attractive; it, along with other suggestions which appear in this volume, is defended in the *Classical Quarterly* for 1915. In 416 his "vae tibi talis" is further away from the MSS. than Housman's "spe tibi maior," which is not mentioned; but the passage should be obelized. In 432 he reads, against Ellis, the impossible "Tereides," and at 605 accepts from Ellis the wholly unconvincing conjecture published in Vol. XXIII (not "XXXIII") of the *American Journal of Philology*, "Prataliden . . . Lycastum."

An editor of the fragment of the *Halieutica* has little to do. As Mr. Owen is aware, the text depends on a single codex at Vienna, of which that at Paris is a copy, whose readings might therefore have been suppressed except where they present an emendation. Its correction, so far as correction is possible, was all but completed by its discoverer, Sannazarius. Mr. Owen contributes two uncertain emendations, of 17-18 "ligati tutor" for "ita uber," and "gentis" for "mentis" in 51. His chief interest is in the authorship of the fragment which, with others, he believes to be Ovidian because Pliny believed it. In line 52 he apparently takes "ipsa" with "natura," but a neuter plural, referring to predatory "animalia," is required to balance the description of the fugacious class ("altera pars") in 63 and following lines.

The utility of the book is much increased by a full collection of the remains of non-extant works of Ovid and an index of proper names which includes those alluded to as well as those specifically mentioned. It is needless to say that the University Press has done its work well; but one modification should be made in future editions, and, indeed, in all other similar volumes to be issued in the series. The number of the poem as well as that of the book should be given in the head lines of the pages. Through lack of this a reader will waste an appreciable amount of time in finding his place. As a whole, the volume may be recommended to the classical public as filling a gap, and, if its editor will in future issues deal with the textual problems with a little more robustness, there is no reason for supposing that it will have serious competitors for a good while to come.

The National History of France: the Eighteenth Century. By CASIMIR STRYIENSKI. Translated by H. N. DICKINSON. (7s. 6d. Heinemann.)

This is a delightful book, brightly written and full of word-portraits of the men and women of the time. The foreign relations of France are dealt with rather slightly; indeed, we fear that English readers who do not already know the part that France played in the affairs of Europe during the century may find it hard to gain a clear idea of it from what M. Stryienski tells them—not that he has not recorded the more important facts which bear upon it, but because this side of his work is in some degree overwhelmed by a more alluring mass of personal details. It must, however, be remembered that the series of which this volume forms a part is not intended to teach the rudiments of French history, the French, for whom it is primarily written, being generally well instructed in them; and, further, that in the period it covers the influence of the character and conduct of a large number of persons on the progress of events is remarkably evident. The fortunes of the kingdom were no longer decided by a king with the will and the power to rule; they fell into the hands of others—statesmen, politicians, and women—and their different aims, the means by which they sought to gain them, and their successes or failures become the keys to no small part of the history. This volume, which begins with the accession of Louis XV, ends with the assembling of the States-Général, the beginning of a new era. No other arrangement was possible: the revolutionary period could not have been treated satisfactorily otherwise than as a whole, ending with a Consulate. At the same time we are not allowed to forget the influence on the future of what we are told here; we are constantly called upon to mark the gathering of the storm-clouds.

Among M. Stryienski's many excellent studies of character we would especially invite attention to those on Louis XV, whose idleness and levity may in part be accounted for, though not excused, by his deplorable education; his queen Marie, a pathetic and lonely figure, a thoroughly good woman, incapable of making the most of such small opportunities as she had, either of improving her own position or gaining influence over her husband, the Regent, the Duc d'Orléans, whose political ability is too often forgotten amid legends of debauchery; Mme de Pompadour, at heart a patriot, yet for nearly a quarter of a century using her power in a way that was harmful to France; and Marie Antoinette, who, meeting with coldness from the ladies of her husband's family, chose friends for herself—and chose them badly. Of the intrigues carried out by these friends of the queen, the most mischievous was that against Turgot, a Minister of the strictest integrity, "perhaps the only Minister who could have saved the monarchy," but, unfortunately, too uncompromising to be a successful reformer in the face of the strong opposition to reform presented by those whose interests were threatened by it, by the privileged classes jealous of their prerogatives, and even by a "bourgeoise aristocracy" alarmed by his proposal to impose a tax on all proprietors, whether privileged or not.

In speaking of the foreign policy of Fleury, M. Stryienski maintains that he had too blind a confidence in Walpole, who used the good relations existing between them as an opportunity for paralysing the commerce and sea power of France. It should, however, be remembered that during Fleury's ministry the French East India Company was extremely prosperous, and that in the West the seaports of France carried on an active and lucrative trade with America and the Antilles. It was a time of commercial and industrial development, though the profits did not reach the working class, and there was much misery among the poor. The Navy, it is true, was neglected, for Fleury's interests were centred on the Continent, when he sought to strengthen France by an alliance between Bourbon princes. He was successful in gaining an alliance with Spain, "the Family Compact" of 1733, and he secured the throne of the Two Sicilies for a Spanish Bourbon. Nor was he always faithful

to Walpole, for he secretly entered into an agreement with Spain, directed against English commerce. M. Stryienski points out that the unpopularity of Louis may be dated from the Peace of Aix-la-Chapelle, which, in spite of the victorious campaign in the Netherlands, brought France a poor return for all her exertions; yet, while its terms excited the angry scorn of the people, peace on some conditions was generally desired, for the expenses of the war were grievous. By that time the reign of Mme de Pompadour had begun, and her amazing extravagance increased the King's unpopularity. Ministers were made and disgraced as she willed; Machault and d'Argenson, both men of great experience, were dismissed at a critical time when their services were especially needful, "in spite of the King and in spite of public opinion," at the demand of the mistress; her influence was successfully invoked by Kannitz, and Louis was persuaded to reverse the ancient policy of France by an alliance with Austria. The "Seven Years' War" left France "alone and impoverished, to contemplate the loss of her Army, her Navy, and her Colonial Empire."

Due prominence is given to the quarrels between Louis XV and the Parliament of Paris, the first arising from the enmity between the Church and the Jansenists, which was brought to a head by the refusal of the Ultramontanes, supported by the Archbishop of Paris, to administer the Sacraments to their opponents. The Parliament remonstrated and, insisting on the Gallican liberties, the King refused to listen, and finally ordered the Presidents and Councillors to leave Paris, and a kind of sham Parliament was set up. Matters became serious, and there were even suggestions of a convocation of the States-Général. Peace was, however, made, and the Parliament was recalled in 1754, but the fury of the opposition should be regarded as "a forecast of the Revolution." The second quarrel ended in the destruction of the ancient institution by the Chancellor Maupeou in 1771, and it was not revived until early in the reign of Louis XVI. The last section of the volume contains a review of the art and literature of the period. Watteau is worthily honoured as endowed with a true creative genius; he more or less inspired Lancret, Patu, Bouchard, and Fragonard, the greatest of his successors. Excellent notices are given of the works of the great pastellist La Tour and other portrait painters, and of Chardin, notable both for his purely artistic merits and as a recorder of humble life, and the sentimentalist Greuze, "the favourite of the Sunday public at the Louvre." So, too, we have short and well judged appreciations of the place held in French literature by each of the most famous writers of the period—Voltaire, Marivaux, Beaumarchais, Montesquieu, J.-J. Rousseau, and others; and an account of the Salons, an institution of which the origin is ascribed to the Duchesse du Maine.

The French Renaissance. By CHARLES SAROLEA, Belgian Consul in Edinburgh, LL.D. Montreal, &c. (5s. Allen & Unwin.)

The title of this book misdescribes its contents. It is a collection of short essays on various persons of mark in French history, political and literary, including two on M. Maeterlinck. Of these Montaigne is the only one who, either in date or in spirit, can be said to belong to the period of the French Renaissance. Probably the key to M. Sarolea's meaning in his strange choice of a title is to be found in his introduction, an ecstatic laudation of France and a vindication of her people against the unworthy depreciation of them more or less prevalent in England before the present War. Praise of France is always welcome to us, and especially so at this time, but if the qualities we admire in her people to-day are, as M. Sarolea says (and we heartily agree with him), "very old and very familiar," then the present time of suffering and splendid achievement is not so much one of new birth as of self-revelation. In any case, whatever may be the connexion in an author's mind between his book and its title, we hold that he has no right to choose a title which is likely to mislead the public. The essays are

agreeably written, and, as might be expected from their author, present us with the thoughts of a cultivated mind. Two or three are so short as to be disappointing, for they seem to leave their subjects inadequately treated. That on Marie Antoinette, for example, ends with the affair of the necklace; and another, excellent so far as it goes, on Flaubert, should have noticed his descriptive power, have pointed out his mastery of the fantastic element in literature, as exhibited in *La Tentation de St. Antoine*, and explained the reasons of the comparative failure of *L'Education Sentimentale* and *Bouvard et Pécuchet*.

His essay on Mme de Maintenon strikes us as superficial. It is perfectly true that she was not solely responsible for the revocation of the Edict of Nantes; Louis XIV would not have suffered dictation, and, as is observed here, his policy in the matter was universally popular among his non-Huguenot subjects, but her influence is implied by the way she couples together the progress of the King's salvation, about which he talked anxiously with her, and his repression of heresy. Moreover, as our readers will see if they consult M. Lavissee's *Histoire de France*, the assertion that she meddled neither in foreign nor domestic policy, and that her sole interests were in religious and educational matters is far too sweeping. M. Sarolea's indictment of Mirabeau as impotent in politics because he was an unprincipled adventurer has at least this much truth in it, that the great orator's lack of character made both the Assembly and the Court distrust him; but to have saved Louis and the French monarchy would have been beyond the power of any man, even though he combined Mirabeau's abilities with the purity of an angel.

An apparent desire to say something new and startling has more than once led M. Sarolea seriously astray. His attempt to prove a "fundamental analogy" between Montaigne and Nietzsche, supported as it is here by maintaining the existence of a "real and esoteric" Montaigne different from the calm and sage philosopher of the *Essays*, argues something like intellectual perversity. The contention that the true aspect of the Reign of Terror is that it was "an outburst of religious fanaticism" leaves out of account the influence exercised on the revolutionary government by the pressure of circumstances which led it to violate its own principles in order to ensure the complete triumph of those principles over domestic and foreign opposition. M. Sarolea's representation of Napoleon as a Socialist on the strength of the testamentary law of the Civil Code is even more unfortunate. Ignorance of the earlier history of French testamentary legislation has allowed him to contrast the clearness of sight with which Napoleon took the only effectual means of abolishing the landed aristocracy with the mistakes of the revolutionists, who tried in vain to do so by "confiscation and wholesale murder." Napoleon saw, we are told, that a "constructive revolution" could only be achieved by law, and only by a law "which would make no exception of persons." Now the law of January 6, 1794 (17 Nivôse, An. II), repealing a law of three months' earlier date, allowed a bequest of one-tenth only of a man's property if he had children, and provided that the remaining nine-tenths should be divided equally between them, with the thoroughly recognized purpose of splitting up great estates. So much for the blindness of the Convention which sought to do by violence what could only be accomplished by law. Bonaparte, as we prefer to call him at that date, and some others when engaged on the Code, proposed that a rich father should have an almost unlimited testamentary discretion, but that in the case of the poor such discretionary power should be withheld or severely restricted—a strange proposal to come from "the greatest practical socialist of all ages."

American University Progress. By JAMES H. BAKER. (4s. 6d. net. Longmans.)

We hardly look to an Emeritus President of a State University, with a long record of academic work behind him, for such freshness and vigour as one finds in this

book. Naturally its author has strong views on various points, but he is commendably fair in presenting the case of those with whom he does not agree. His work as Chairman of the Committee of the National Council of Education on Economy of Time in Education inevitably commits him to a fixed policy in the movement at present on foot in the States to shorten the total length of the school and University course by two years. To a practical people like the Americans there is something outrageous in the thought of a man studying up to the age of twenty-seven. The new proposal is: Elementary education, six to twelve; secondary education (two divisions, four and two years), twelve to eighteen; college, eighteen to twenty or sixteen to twenty; University (graduate school and professional schools), twenty to twenty-four. What is called the college period takes up what roughly corresponds to our B.A. course. It belongs partly to the secondary course and partly to the preparatory course at a University.

A great part of the value of this book is to be found in the analysis of the meaning attached in America to the terms "College" and "University." It is not a matter of mere words. Underlying the discussion are important principles. To the treatment of this subject Dr. Baker brings knowledge of European ideas and intelligent sympathy with them. On one occasion he declared to the present reviewer that an American could sit at the high table at any college in Oxford or Cambridge and claim to sit there by right of intellectual descent. It is not surprising, therefore, to find that he gives fair play to the ideals of the older Universities. Though he admits that Oxford would be all the better for a little Americanizing—and he claims that such an innovation would receive a certain welcome from within—he does full justice to the special merits of our English and Continental ideals. It is significant that he thinks it necessary to make the remark, "The European University is free." The criticism of the American conception of a University he puts into the words of others:

Elsewhere throughout the world the University is a republic of scholars; here it is a business corporation. The American University has become an autocracy, wholly foreign in spirit and plan to our political ideals. . . . The President is a deified monarch raised to a sort of Imperial throne. He is not a leader, but a boss; we have the departments-store system of sub-bosses—deans, heads of departments, presidential committees; we have professors appointed by, with salaries determined by, and on occasion dismissed by, the President—all subject to him and dependent on his favour.

In his comments on these and similar criticisms, Dr. Baker takes the line that democracy is seeking efficiency, and is more and more inclined to seek out qualified experts and to commit to them a sort of dictatorship. One must not yield to the temptation to make the obvious remark, "There speaks the old President," for Dr. Baker shows such a genuine understanding of the professorial point of view that, even if he has been a "boss" during his control of his University, he has earned the right to pose as an unbiased judge.

One of the most striking features of the development of University work in America is the establishment and growth of associations representing different interests. The oldest of these is the National Association of State Universities. To balance this was established the Association of American Universities, in which the great historical institutions banded themselves together along with some of the more powerful State Universities. It is only natural that what Lord Haldane has called the Civic Universities should look after their claims; so, in 1914, was founded the Association of Urban Universities. Last year two associations were added to the list—the Association of American Colleges and the American Association of University Professors. One of the most suggestive of these associations is the Committee on Academic Freedom. It is in the light of the existence of such a committee that we should regard the statement in the text that European Universities are free.

That curious feeling after centralization that is appearing

in American educational writings is exemplified in the section Dr. Baker devotes to the idea of a national University. From the time of George Washington the ambition to have in the capital of the Republic a great central institution of learning has attracted the popular mind. At present the idea appears to be getting into practical shape, and a Bill was presented on the subject last session. Dr. Baker is, on the whole, in favour of such a national University, and actually quotes our English Board of Education's "scheme for the organization and development of scientific and industrial research" as an example of the sort of work such a University could undertake. On this side of the Atlantic we are not so sure about the benefits of centralization. Like ourselves, the Americans are at present feeling their way in this matter of University reform—a fact which is well brought out in Appendix B in Dr. Baker's book. From this we learn that one of the main sources of his information was a circular of inquiry that he issued to a large number of representative institutions. The replies are not particularly well collated. From them, however, one can gather first that there is a considerable diversity of opinion on most of the points raised, and secondly that the opinions expressed may be very easily arranged under definite categories. Such an arrangement would greatly increase the value of Dr. Baker's contribution, particularly if it were made to include references to the types of institutions from which the replies come.

Readings in Vocational Guidance. Edited by MEYER BLOOMFIELD. (10s. 6d. Ginn.)

Although compiled by an American, and primarily intended for American readers, this volume, consisting of a series of essays bearing upon the conditions and choice of employments for the youth of both sexes, will furnish guidance and direction to members of care committees and teachers and social workers generally in this country. Each paper is written by an expert, who, in addition to having made a particular study of the special subject treated, has, by virtue of his position as teacher or professor, or institutional superintendent, a close practical knowledge of the conditions and the human element concerned. The advantage of this method is to be found in the preservation of a living, personal element, in place of the non-committal statistical tables and abstract documents so dear to the hearts of many of our own social reformers.

It must not be deduced from this that the volume under discussion is wanting in precise data and detailed statistics. On the contrary, great space is assigned to classified tables, with an abundance of detail in the different occupations of boys and girls under the varying aspects of ages, earnings, modes of living, relations to their parents, health, amusements. There is a good deal of repetition, which in subsequent editions might well be eliminated to the great gain of the book and to the advantage of the busy student, who will have to do a considerable amount of winnowing in order to separate the significant from the non-essential.

With this object we will indicate the chapters that seem to us most worthy of study. Amongst the more valuable of the sections are those devoted to the industry of girls whose ages range from fourteen to sixteen. A number of most important conclusions are reached with complete unanimity by the investigators, who have done their work with great impartiality and thoroughness; and, as they apply with a little modification to the conditions of girl industry in this country, they afford most striking confirmation of the views of those who are opposed to any extension of the employment of girls in the industrial arena. The main features of the situation as regards girls may be thus summed up: most of the jobs secured belong to the low-grade industries; a limit is soon reached in wages; finding another job is sometimes the only way to secure more pay; promotion is largely a matter of chance, there being no observable economic advantage in leaving school at a higher age than fourteen and a higher grade of school, or in previous experience of other jobs of the character accessible to girls of the

neighbourhood. In addition to these definite conclusions, the writers add various other factors bearing upon the lives and characters of these girl workers, and show how the conditions, frequent periods of unemployment, constant change of situation, the non-formation of habits of efficiency, and the lack of steady progress in skill, all contribute to a result of a most disastrous kind from the standpoint of the educationist no less than the economist, proving "that the community may not safely surrender the training of children during the formative periods of their lives to the factory, the store, the saloon, the messenger service, or to the business office."

The recommendations helping towards the solution of this problem are of a three-fold nature: the improvement and scope of the school; the raising of the family income so as to make longer school attendance possible; the institution of a vocational guidance program. The latter includes the presence in each public school of a properly qualified person who will give his time and energy to this important work. Such an instructed, liberally educated, and sympathetic man or woman, acting on the lines suggested in this report, would have a wide reaching area of influence and might effect immense changes for good. Space precludes our dealing at greater length with this interesting and valuable book, which we specially recommend to the attention of members of care committees.

THEOLOGY.

Anselm. By E. M. WILMOT-BUXTON. With nine illustrations by MORRIS MEREDITH WILLIAMS. (1s. net. Harrap.)

Popular studies of great historical personages, such as those included in Messrs. Harrap's "Heroes of all Time" series, are to be welcomed by teachers. They are calculated to bring home to the young mind, in a vivid and arresting way, the colour and movement of actual history. The present study carries out this plan in an interesting and useful way. In a series of nineteen short chapters the author traces the wonderful career of Anselm, and brings out the movements and life of the times in which he lived. The monastic and ecclesiastical life is well sketched, as well as the political conditions. The book, which is well printed and remarkably cheap, is furnished with some good illustrations.

Biblical Discoveries in Egypt, Palestine, and Mesopotamia. By the Rev. J. POLITEYAN, B.A. (2s. 6d. net. Elliot Stock.)

This volume, embodying some lectures given at a Summer School in 1914, surveys in a picturesque way some of the more important discoveries in Eastern lands that illustrate the historical background of the Bible narrative. The author, himself of Oriental birth, discusses these in an interesting and popular manner. He is familiar with Eastern life and habits of thought. Modern criticism appears to him to be largely due to defective acquaintance with the Oriental way of looking at and expressing things. The author appears in this respect to be as one-sided as some of the votaries of extreme literary criticism, who certainly have no feeling for things Eastern. It is possible, however, to harmonize criticism and archaeology. There are some good illustrations.

CLASSICS.

The Clouds of Aristophanes. With Translation, Introduction, and Commentary by BENJAMIN BICKLEY ROGERS. (10s. 6d. G. Bell.)

It is nearly sixty years since Mr. Rogers began his lifelong work of translating and editing Aristophanes with this the most popular of his plays, and he concludes his labours (like his great original) with a second edition. The translation, which formed a landmark in the art, is virtually unchanged and remains without rival if we except the acting edition of Messrs. Godley and C. Bailey. In the revised introduction, Mr. Rogers seeks to explain why, for the Oxford performance of the *Clouds*, Socrates is chosen as the special butt of the comedy. It seems to us sufficient explanation to say that Aristophanes was an out-and-out Conservative, and, though the same might be said of Socrates, to his countrymen he appeared as a Radical.

EDUCATION.

The Essentials of Teaching. A Book for Amateurs. By T. J. BURNETT. (3s. 6d. net. Longmans.)

Mr. Burnett is a master of method under the Edinburgh School Board, and these lectures are addressed to amateurs or untrained teachers engaged in the vocational work of continuation classes. The author is fully aware that such teachers can be looked on only

as a stop-gap, and that the instructor in carpentry or metal work requires training no less than the regular primary teacher. Mr. Burnett is a thoroughgoing Herbartian, and we have here an exposition of the "Five Steps," with practical deductions. We may doubt how many of the amateur teachers will be capable of digesting Herbart even when specially prepared for them. Much more to the purpose are the mistakes in questioning here commented on. It seems, however, a pity that most of the errors here pointed out are drawn from the English lesson. Such questions, again, as the relations of Church and State are really foreign to the writer's brief and need not trouble the teachers here concerned, but there is much on the theory of education that both primary and secondary teachers might well lay to heart.

ENGLISH.

Shakespeare's King Henry V. Edited, with Introduction, Notes, Hints, and Questions, by S. P. B. MAIS, M.A. With Illustrations by BYAM SHAW. (Bell.)

Whilst the format of this book is all that we expect from the publishers, we must take exception to the tone of many of the notes. They lack that judicial, unbiased attitude that we expect from a scholar and an editor.

Phonic Plays for Infants and Juniors. By ELEANOR I. CHAMBERS. (2s. 6d. Blackie.)

A set of bright little plays, interspersed with music, in which a systematic phonic method of teaching reading and word-building is most ingeniously employed. The author is an experienced teacher, and has done her work carefully and cleverly.

Children's Cameos of Poetry and Prose. Patriotic and National. (Paper, 4d.; cloth, 5d. Philip.)

This new selection is supplementary to the volumes that have already appeared, and is an extremely well compiled anthology, giving, in addition to the immortals, many modern writers and poets, amongst others Bret Harte, with his fine *A Call to Arms*, Alfred Noyes, and F. H. Doyle.

"Cassell's Modern School Series."—*Tales Old and New.* Book VI. (1s. 8d.)

This reader is an excellent one for the older scholar; and as teachers we feel there is not a single excerpt of which we can say its omission would improve the book. The selection has been done with unusual skill, and the child who has enjoyed, as he will if unspoiled, these fine passages from Ruskin, Milton, Lamb, Macaulay, and so forth, has had his feet set upon the right path. The black and white illustrations are good; less so the coloured ones.

The Winter's Tale. Edited by A. J. F. COLLINS, M.A. Oxon. (2s. Clive.)

The introduction, text, and notes in this edition are pre-eminently for the student, and achieve their purpose. Some of the notes, however, strike us as superfluous, as, for instance, "want" explained as "be without."

The Harrying of the Dove. A Masque. By ELSIE FOGERTY. (6d. Allen & Unwin.)

Miss Fogerty, so deservedly famous as an elocutionist, has succeeded in producing a pretty and "actable" little piece, which school children will like performing.

The Fairy Gold Series. (Dent.)

One of an attractively got-up series in stiff grey paper binding, containing the old nursery and folk stories, illustrated in black and white and in colour. The stories are told in the old familiar language, which in our opinion cannot be improved upon, and the point of novelty is to be found in the illustrations, particularly the coloured ones. Many of these are effective; others are more decorative than appropriate to the story. Take, for instance, the coloured illustration facing *Mercury and the Woodman*. Here the most striking object is an immense piece of scarlet drapery dotted with white, which Mercury holds in front of him, looking less like a garment than a curtain being held up by the shopwalker for the inspection of purchasers. It may be urged that children would not be so hypercritical. That may be so; but they are logical, and would surely ask why the "Stranger" did not take off his drapery before plunging into the bottom of the stream.

HISTORY.

The Deeper Causes of the War. By EMILE HOVELAQUE. Translated by the Author, with a Preface by Sir WALTER RALEIGH. (2s. 6d. net. Allen & Unwin.)

M. Hovelaque is well known to the professional public in England as one of the most cultured of French officials and as equally familiar with the language and literature of both countries. From his preface we gather that this brochure was published towards the end of 1914, and in the English edition no attempt has been made to bring the book up to date. Sir Walter Raleigh read

the original essays and commends them as the truest and most illuminative presentation of the ultimate causes of the War. We cannot go so far as this or hold that they are comparable to Baron von Hügel's *Soul of Germany*. The Germany with which we are warring dates from Frederick the Great and did not take form and shape and become a standing danger to European civilization till after the triumph of Bismarck and the unholy alliance of letters and philosophy with statecraft. We start, it is true, with Prussia and a theory of the race, but no racial theory will suffice to explain the domination of Prussia over the rest of Germany. The German nation is as mixed in its descent as is the English or the French, and the one explanation that will hold water is military success engineered by a genius hardly inferior to the first Napoleon. Scathing as is M. Hovelacque's denunciation of Treitschke and all his works, we miss the philosophic mind that sees beyond the recent dementia a Germany emerging, clothed and in its right mind, the Germany of Luther and Lessing, of Goethe and Schiller, of Bach and Beethoven, the Germany that we have not ceased to cherish and love. There are some careless blunders in the text—Masterton, page 127, and a double negative on page 128, and defective punctuation—that should have been corrected by the reader.

A Short History of Modern Europe from the French Revolution to the Great War. By EUGÈNE LEWIS HASLACK, B.A., F.R.Hist.S. (3s. University of London Press, Hodder & Stoughton.)

Among the standpoints from which the history of Europe since 1789 may be considered, Mr. Hasluck has chosen that of a philosophic historian, classing events with reference to the moral forces that produced, or at least contributed to produce, them. After pointing out the causes of the Revolution in France, where the Government had remained medieval in spirit while the nation had advanced to new needs and new ideals, he briefly traces its course and notes the aggressiveness of triumphant democracy and the other influences contributory to the revolutionary war, which, beginning as a crusade of the champions of liberty, became at last a struggle for European dominance under Napoleon. A chapter on the main epochs of the war ends by noting its effect in bringing about a change in political thought, leading statesmen to regard foreign affairs "from a general European as well as from a national and a personal point of view." A summary account of the social and political effects of the industrial revolution of the eighteenth century clears the ground for the principal divisions of Mr. Hasluck's work, which treats the history of Europe since 1815 in its relation to the development of democracy, to the spirit of nationalism, and, finally, to international rivalry. Two chapters are added—one on the affairs of the lesser States omitted in his sketch of the history of the Continent as a whole for the sake of clearness of treatment, the other on the attitude of Great Britain as an insular State towards European questions during the period under review. Although this plan prevents Mr. Hasluck from presenting events in strictly chronological order, his narrative is free from confusion and is well constructed and accurate. In a book designed for educational purposes it would perhaps have been wiser to record fewer facts and fewer names. But others may think differently, and in any case it not only conveys in a small compass a large amount of definite information, but it is distinctly educative in the best sense, for it will help a young reader to think for himself on the connexion and causes of events, and excite a desire to learn more about them. It should find a place in school libraries.

Outlines of European History, 1814-1914. By G. B. SMITH, M.A., Assistant Master at the Royal Naval College, Osborne. (2s. 6d. E. Arnold.)

Of the many books on European history during the last hundred years that have come to us of late this is perhaps the most suitable for use in schools—it does not attempt too much, and in what it does attempt it is thoroughly successful. Mr. Smith has treated his subject on a double plan, partly according to States and partly according to periods. After an introduction expounding and commenting on the principal points in the resettlement effected by the Congress of Vienna, he gives five chapters to the parts taken in European affairs from 1815 to 1848, by France, Holland and Belgium, the German States, Italy, and Russia, and one to the minor States. He then deals in separate chapters with the revolutionary period in France, Austria-Hungary, Germany, and Italy. His next four chapters bring us to the fall of the Second French Empire and contain a sketch of the Liberation and Union of Italy and the attainment of German unity, to which two chapters are devoted, the first of them ending with the exclusion of Austria from Germany in 1866 and the reconstitution of the Dual Monarchy; and the last six chapters, of which two are given to the history of the Balkan States, go down to the outbreak of the present War. His

standpoint, then, is not so much that of an historian viewing the history of Europe as a single, though highly complex, political entity as of one gazing first on one and then on another of its several parts and marking how the action of each determined not only its own position, but that of others. He exercises, on the whole, a wise discretion in avoiding to record facts and names that are not essential to his narrative, though here and there we think that a name such as the "Agreement of Olmütz" would help to fix a critical event in the mind of the student. His chapters are short and deal each one with a well defined subject; he writes clearly and states his opinions in moderate language. No summary can satisfy everyone, and it would be easy for those to whom the history of the period is familiar to pick holes in this book on the score of omissions or slightness of treatment, but taken as a whole it appears to us to be written with remarkably good judgment as regards both the selection and the arrangement of its matter.

The Yearbook of English History is a useful little volume just issued by the Yearbook Press. Produced on good writing paper, it has historical facts set out in columns under dates, with blank spaces left for the owner to fill in his own notes.

The Teaching of History in Elementary Schools. By R. L. ARCHER, L. D. OWEN, and A. E. CHAPMAN. (3s. 6d. Black.)

This is a fresh and interesting book. The passages upon stories, upon the art of selection, and upon the teaching of character are especially good. The first part sums up the general value of history in school in a clear and able way. The authors speak as though the "concentric" system always meant repetition of exactly the same story thrice, and never a scheme where the matter changes with the natural changes in children's interests. A fuller discussion would have been interesting. The book is admirably practical.

A Short History of English Rural Life. By M. FORDHAM. (2s. 6d. Allen & Unwin.)

This account covers the whole period from the Anglo-Saxon invasion to the present day. It is simply written, and increases in interest as it draws near to the twentieth century.

Patriotism and the Fellowship of Nations. By F. M. STAWELL. (1s. Dent.)

This book does not contain evidence enough for use in the teaching of upper standard children. It is too simple for anyone who understands the subjects handled; for minds at a more elementary stage the treatment seems too abstract; it is also somewhat superficial, as in the opening treatment of the "Growth of Law."

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and phrases are neglected. Thus, *geben*, which has a whole page in Cassell's "Breul," is here dismissed in a line. It would be useless to search for recent terms like *Zeppelin*, *Handgranate*.

Among reprints we have to acknowledge *The Inseparables*: an Oxford Novel of To-day, by JAMES BAKER, Popular Edition (2s. net, Chapman & Hall); *Tennyson's Poems, 1830-1865*, with four illustrations from famous paintings (Cassell).

A Book of German Verse from Luther to Liliencron. Edited, with Introduction, Outlines of German Versification, and Notes, by H. G. FIEDLER. (3s. net. Clarendon Press.)

Prof. Fiedler does not inform us for whom this latest *Deutsche Lyric* is intended, but the lyrics selected, and still more the notes, show that it appeals to beginners or pupils *in statu pupillari*. Heine's dictum that every treatise on modern German literature must begin with Luther is accepted as self-evident, and other forms of verse—dramatic, satirical, and narrative—are rigidly excluded. Yet it seems to us that the young student needs rather to be shown how the German lyric had its rise partly in Latin hymnology and still more in the *Saga*, *Märchen*, and *Volkslied*. So, again, the testimony of Prof. Robertson to the rich promise of the recent revival of lyric poetry in Germany will not appeal to him when the only living poet quoted is Victor Blüttgen, and, whatever their merits, there is no new note struck in the seven selections from Liliencron. Twenty pages of the introduction are devoted to German prosody. German scansion is in essentials the same as English, and a few notes is all that the pupil will need. Lessing is credited with the introduction of blank verse from England to Germany, and to scan his *Nathan* with anacrusis or *einsilbiger Auftakt*—Der | Richter | spräch: wenn | shr mir | nür den | Väter—appears to us far fetched. Prof. Fiedler is careful to exclude anything that could offend English susceptibilities; but we are not a thin-skinned nation. It was the War of Independence that produced some of the finest German lyrics. We miss the name of Arndt—*Der Gott der Lilien wachsen liess* and *Der Wacht am Rhein*. We have, perhaps, been too prone to mark what is amiss and gladly acknowledge that the volume is admirably printed and that the notes (in German) are brief and to the point. Will not Prof. Fiedler give us an anthology for advanced students, including scenes from the drama, longer poems such as Goethe's Roman elegiacs, and, above all, specimens of living lyricists? Of German

poetry for beginners there is already an ample choice, but such a volume as we have indicated is in England still to seek.

MATHEMATICS.

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(Continued on page 534.)

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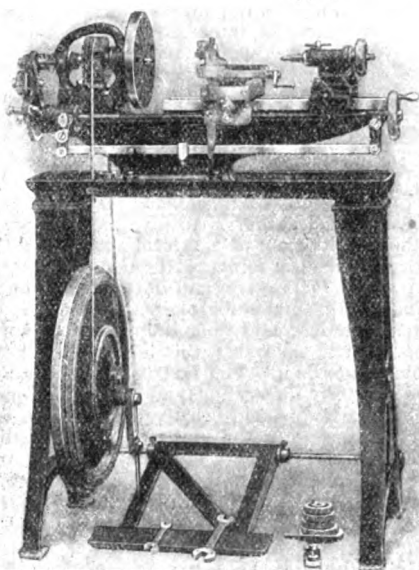
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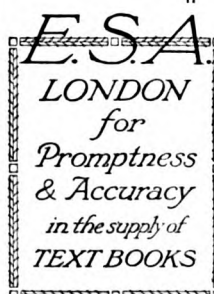


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memory with facts worth knowing. Nevertheless, a "key" legitimately employed is of great value in that it may prevent undue loss of time, and in this sense a little volume such as the one before us is unfeignedly welcome. This one stands the test of a random examination of its methods and results. One obvious misprint has been noticed on page 31.

- (1) *New Concrete Arithmetic*. Sixth Year. By CHARLES PENDLEBURY, M.A., and H. LEATHER. (Cloth 6d., paper 5d. G. Bell.) (2) *Longmans' Explicit Arithmetics*. (Pupils' Books V and VI, cloth 5d., paper 4d.; Teachers' Books V and VI, 1s. each.) (3) *Tests for Blackie's Experimental Arithmetics*. (Books IV and V, 1½d. each.) (4) *The Kingsway Scholarship Tests in Arithmetic*. (4s. net; Answers, 3s. net. Evans Brothers.)

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(Continued on page 536.)

These School and Teachers' Advertisements are continued from page 495.

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meubles pittoresques, les heures s'écoulent légères en conversations aimables, où l'on admet et choisit les enfants, où se marient harmonieusement le bien être, le bon goût et le luxe, mais nous ignorons le confort solide des intérieurs anglais, la cordialité tonique et virile, presque toujours moralisante même, qui y règne, le charme du repos, en ces fauteuils profonds où s'abandonner est "comme un triomphe remporté sur la vie hostile," la quiétude des longues soirées d'hiver à laquelle prédisposent le climat humide et froid, et, souvent, la vie trépidante de la cité, de sorte que *la douceur du foyer* est, pour un Français, tout autre chose que le *home, sweet home* d'un Anglais. Les traduire, l'un par l'autre, c'est recouvrir d'un grossier badigeon des nuances délicates, et détruire, d'un coup, notre lent travail de mise au point minutieuse et de création d'atmosphère. La traduction dans nos classes peut être utile, sans doute ; elle est même indispensable pour fixer, pour contrôler, pour clôturer une explication ; mais elle constitue un exercice indépendant, et d'un intérêt secondaire. Nous pourrions estimer que notre méthode a porté ses fruits si nous voyions nos bons élèves s'en montrer peu soucieux ou s'en déclarer eux-mêmes insatisfaits.

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OUR OCTOBER NUMBER—SPECIAL SUPPLEMENT.—The next number of *The Journal of Education* will be published on Saturday, September 30, 1916. In addition to the usual features it will contain a Supplement, entitled "The Summer Schools of 1916," with accounts of the various educational gatherings held during the vacation.

These School and Teachers' Advertisements are continued from page 535.

THE INCORPORATED GYMNASTIC TEACHERS' INSTITUTE.

(Founded 1897.)

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E.

THE Institute is an Examining Body of Teachers of Gymnastics, &c., and Fencing, and its membership, obtainable by Examination only, consists of Fellows, Members, and Associates.

The Institute also holds Examinations for Elementary School Teachers' Certificate for Physical Training.

Students are Trained as Teachers and for the Institute's Examinations.

Full particulars of the Examinations, &c., may be obtained from the Hon. Secretary, Mr. T. WILLIAMS.

Principals of Schools and Colleges requiring Trained and Certificated Teachers of Drill, Gymnastics, &c., or Fencing, should apply to the Hon. Secretary.

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(Founded 1897.)

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Gymnastic Diploma, Elementary School Teachers' Drill Certificate, Swedish Physical Training Certificate, &c., &c., are held in March, June, October, and December.

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(Of Trained Teachers of Swedish Gymnastics).

FOUNDED 1899.

Hon. Secretary: Miss HANKINSON, 67 Shaftesbury Road, Crouch Hill, London, N.

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These School and Teachers' Advertisements are continued from page 536.

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THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1889 are *out of print*. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are *out of print*.

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Posts Wanted—continued.

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SCHOLASTIC. — SEPTEMBER VACANCIES. — Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (immediately) with copies of testimonials to Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C. Notice sent at once of all suitable appointments.

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Applications, with references and copies of testimonials, to be sent to

THE REV. THE PRINCIPAL,
not later than September 12th.

**FRENCH MUNICIPAL COUNCIL
SCHOOL, SHANGHAI.**

An ASSISTANT MISTRESS is required for this School to arrive in Shanghai as early as possible.

Candidates should be about 25 years of age and unmarried; they should possess the Board of Education certificate to teach English Language and Literature, Arithmetic, History, Geography, and have practical knowledge of Kindergarten work, including Singing.

Pay: Taels 150 per mensem, without allowances. Under agreement for three years, with increase if the agreement is renewed.

The value of the Tael at present rate of exchange is about 2s. 10d., but it is liable to fluctuation.

Second-class passage is provided and half-pay is allowed during voyage.

Further particulars of the appointment and application forms may be obtained from the under-mentioned, to whom applications must be addressed as early as possible.

JOHN POOK & CO.,
Agents for the Municipal Council of Shanghai,
68 Fenchurch Street, London, E.C.
August, 1916.

HEREFORD HIGH SCHOOL

FOR GIRLS.—Required, in January, an ASSISTANT MISTRESS to teach Mathematics. Honours Cambridge or London preferred. Games and a subsidiary subject desirable. £120 to suitable candidate. Apply to HEAD MISTRESS.

JOHN WILTSHIRE,
Clerk to Governors.

TYPEWRITING.**TESTIMONIALS, 6d. per dozen.**

MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N.

REQUIRED, in a School at Ealing,
a young JUNIOR MISTRESS to teach elementary Arithmetic, Algebra, Grammar, Latin. Mornings only. One who has matriculated or passed Senior Cambridge would be suitable. Also a KINDERGARTEN STUDENT, resident or non-resident. Apply—PRINCIPAL, c/o Parks, Stitches Farm, Eridge, Sussex.

ADVERTISEMENT and other
matter for OCTOBER issue should reach the office by **September 23rd**. Urgent Notices of Posts Vacant and Wanted can be received up to **September 25th** (first post).

Posts Vacant—continued.

**GIRLS' COLLEGIATE SCHOOL,
PIETERMARITZBURG, NATAL.**—Wanted, to begin work February 1st, 1917, four Resident MISTRESSES:—

(1) A SECOND MISTRESS to teach Mathematics, with English as second subject. Salary £120, £130, and £140 in three successive years.

(2) KINDERGARTEN MISTRESS, Higher Certificate N.F.U. Part II, who can undertake the instruction of students in training. Ablett Drawing desirable. Salary £90, £100, and £110 in three successive years.

(3) MUSIC MISTRESS, L.R.A.M. or A.R.C.M. with special qualification in Singing, to teach Singing, Solo and Class. Salary £90, £100, and £110 in three successive years.

(4) MUSIC MISTRESS thoroughly qualified to teach Violin and train small Orchestra. Ability to assist in teaching either Piano-forte, Violoncello, Harmony, or Aural Culture will be a recommendation. Salary £90, £100, and £110 in three successive years.

The School is Boarding and Day under a Committee. Board and residence during holidays included, if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of typewriting and printing, sent on application.

KING, 45 Bedford Row, London, W.C.

GOVERNESS required in good class GIRLS' DAY SCHOOL, N. London, for JUNIOR ROOM. Suit student desiring residence (weekly or full) with free time after 4 o'clock. Address—No. 10,216.*

WANTED, September 20th, capable resident MISTRESS for Ladies' School. Advanced English and French essential, elementary Latin and Mathematics if possible. Share supervision duties. Churchwoman. Full particulars to—Edenthorpe, Meads, Eastbourne.

WANTED, January, an experienced KINDERGARTEN TEACHER for High School (Girls' Public Day School Trust). High salary offered for suitable candidate. Apply—HEAD MISTRESS, Address No. 10,222.*

S. HELENA'S, HARPENDEN,
HERTS.—Wanted in September, two resident MISTRESSES, one of whom should have the N.F.U. Certificate or experience of teaching in Junior Forms.—For Mathematics and French. Subsidiary: Botany, Latin, Sewing, Games. Apply, enclosing testimonials—THE HEAD MISTRESS.

WANTED, young MISTRESS for Needlework. State other subjects. Church of England.—Miss H., High School for Girls, Peterborough.

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

TUTOR required (ineligible for

Army or invalided home). Four pupils, 10-13. English, French, Music. £160; non-resident. Use of unfurnished cottage if desired.—HOOPER'S, 13 Regent Street, London. No booking fee. Stamp.

GOVERNESS wanted. (Bucks.)—Resident or daily. Girls 13, 11. Thorough English, French, Latin, Music, Drawing. Salary, if resident, £60.—HOOPER'S, 13 Regent Street, London. Other excellent vacancies. No booking fee. Stamp.

SCHOOL VACANCIES.—

(Dorset.) Boys' Preparatory. Capable Teacher. Pupils to 10 years. £60 to £75. (Berks.) Sciences. £100 resident. (London.) Sciences, Drawing, Junior English. £60.—(Norfolk.) Senior English. £45.—Kindergarten. £30.—HOOPER'S, 13 Regent Street, London. No booking fee. Stamp.

Posts Vacant—continued.

**ASSOCIATION OF UNIVERSITY
WOMEN TEACHERS.**—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

WANTED, for Autumn or Winter Term, in small Private School, ENGLISH MISTRESS. Mathematics. Supervision. Games: must be fond of children. Bracing neighbourhood; one hour from London. Time for private study. Address—No. 10,229.*

WANTED, a young English Lady, to teach her own language, in France. Address—No. 10,230.*

MATRON required in Girls' Boarding School, near London. Care of health of pupils, and of household linen. Send full particulars and copies of testimonials. Salary £60 to £80. Address—No. 10,233.*

PREPARATORY MISTRESS required. English, Music, elementary Latin and Algebra (Games and Drawing an advantage). Also MUSIC STUDENT to train for Advanced Associated Board; mutual terms.—RUDYARD PREPARATORY SCHOOL, St. Austell.

REQUIRED October, DIOCESAN

HIGH SCHOOL, RHODESIA. MISTRESS to teach English, Science, Latin. Churchwoman. Good disciplinary. Salary by arrangement. — February, DIOCESAN COLLEGE, NATAL. MATHEMATICAL MISTRESS; Geography desirable. Also LANGUAGE MISTRESS; Latin, French. Salaries commencing £100 resident. — WESLEYAN HIGH SCHOOL, CAPE PROVINCE. MATHEMATICAL MISTRESS; two Form Mistresses; Singing, Elocution Mistress. Apply, further particulars — EDUCATION SECRETARY, 23 Army and Navy Mansions, Victoria Street, S.W.

**DURHAM COUNTY COUNCIL.
HIGHER EDUCATION.****COUNTY SECONDARY SCHOOL FOR GIRLS,
DURHAM CITY.**

Head Mistress: Miss M. A. MACLEAN, M.A. (Edin. Hons.).

JUNIOR FORM MISTRESS required, able to teach French, Mathematics, and History.

Completed applications must be received by first post on Monday, 25th September, 1916.

Salary according to County Scale, particulars of which together with application form will be furnished on receipt of stamped addressed foolscap envelope.

Canvassing directly or indirectly will disqualify.
J. A. L. ROBSON,

County Secretary for Higher Education.
Shire Hall, Durham,
25th August, 1916.

STUDENT-MISTRESS (resident)

English or French, required in good school in pretty Garden Suburb, 15 miles from London. Special educational advantages offered. Apply—Miss BROWNE, B.A., High School, Uppminster, Essex.

KINDERGARTEN STUDENT

required. Preparation for Examinations. Address—The Misses ROSE and PALMER, Cranford House, Westbury Road, Bristol.

ASSISTANT MISTRESS wanted

for September 13th to teach Botany (main subject), Geography on modern lines, and Elementary Physics. Salary £100 to £130 according to experience, rising to £170. For a specially well qualified candidate a higher initial salary might be offered and the vacancy might be kept open till the middle or end of term. Before September 6th apply to W. H. LEFK, The Ferns, Uttoxeter. — After September 6th to HEAD MASTER, Grammar School, Leikh, Lancs.

SECONDARY SCHOOL (Dual),

CASTLEFORD, YORKS.

Wanted, in January, a MISTRESS to teach Science and some Mathematics, Geography desirable. Salary £130 to £170 according to qualification and experience. The Mistress appointed will be eligible for the post of Senior Mistress now vacant.

Apply—Mr. C. T. LIGHTLEY (Clerk to the Governors), 77 Carlton Street, Castleford.

WAR WORK.—Lady wanted to

teach Physical Drill to girls of Munition Workers' Club, one night weekly. Small remuneration. Apply immediately. — VICAR, St. George's, Southall, Middlesex.

* Replies to these advertisements should be addressed "No.—, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the IMMEDIATE Vacancies, as well as for the JANUARY TERM, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required to teach Modern Geography, Arithmetic, and to offer as subsidiary, Science, at a first-rate Girls' School North-west of England. Salary offered £75 res.—No. 4,918.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach General English Subjects, History or Mathematics. Res. post.—No 4,881.

MISTRESS required to teach Modern Geography, Latin, Mathematics, English subjects, Needlework, or Botany, at high-class Girls' School in the South-east of England. Res. post.—No. 4,540.

MISTRESS required for high-class Girls' School North-west of England, to teach History, English subjects, and Scripture. Experience essential. Salary £55 res.—No. 4,603.

MISTRESS required for first-rate Training College, to teach Mathematics, Geography, Drawing, English. Salary £80 res.—No. 4,544.

SENIOR MISTRESS required for first-rate Girls' School South-west of England to teach Geography, English, History, and Class Singing. Salary £55 to £65 res.—No. 4,491.

MISTRESS required for high-class Girls' School within easy reach of London, to teach History, Geography, Literature, and English in Middle Forms. Salary £45 res.—No. 3,613.

Mathematical and Science Mistresses.

MISTRESS required for first-rate Boys' Grammar School in the North of England, to teach Chemistry and Mathematics up to London Matriculation standard. Salary offered £120 non-res.—No. 3,460.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

MISTRESS required for high-class Girls' School within reach of London, to teach Mathematics, Arithmetic, and Latin to Senior Cambridge standard. Salary £50 to £60 res.—No. 4,556.

MISTRESS required for high-class Girls' County School within reach of London to teach Chemistry. Salary £140 non-res.—No. 4,842.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach Mathematics as chief subject, and to offer as subsidiary Botany, Geography, Latin, and French Grammar. Salary £60 res.—No. 4,945.

MISTRESS required for high-class Girls' School within easy reach of London, to teach Science, Geography, and Mathematics. Salary £70 res. No. 4,419.

MISTRESS required for Girls' School in New Zealand, to teach two or three of the following:—Mathematics, Botany, History, or French. Salary £100 res. Passage paid 2nd class.—No. 4,655.

Kindergarten and Lower Form Mistresses.

ASSISTANT KINDERGARTEN MISTRESS required for first-rate Girls' High School North-east of England, to teach usual Kindergarten subjects, including Writing, Reading, and Arithmetic, and a certain amount of Lower Form work, chiefly English and Arithmetic. Salary £30 res. increasing to £45.—No. 4,313.

MISTRESS required for first-rate Boys' Preparatory School in Scotland, to teach French, elementary English, and Drawing. Salary £100 to £120 non-res.—No. 4,333.

KINDERGARTEN AND LOWER FORM MISTRESSES—continued.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach Junior English, Botany, Drawing, Handcraft, and elementary Science. Salary £50 to £60 res.—No 4,679.

TWO MISTRESSES required for high-class Boys' School in Scotland, to teach between them Mathematics, Drawing, Music, and elementary Classics. Salary £75 res.—No. 4,790.

Modern Language Mistresses.

MISTRESS required for first-rate Girls' School in the North of England, to teach French and German, and to offer as subsidiary English History, Needlework, Drawing. Salary offered £50 to £60 res.—No. 4,578.

MISTRESS required for high-class Girls' School in the Midlands, to teach French and German to Senior Cambridge standard. Salary £50 res.—No. 4,200.

MISTRESS required for first-rate Boys' School within easy reach of London, to teach French and German. Salary £120 non-res.—No. 4,208.

Gymnastics and Games Mistresses.

MISTRESS required for Girls' County School in South-west of England, to teach Gymnastics and Games. Salary £100 to £140 non-res.—No. 4,541.

MISTRESS required for Girls' School, New Zealand, to teach Gymnastics and Games. Salary res.—No. 4,656.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Science Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

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MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

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BRONDESBURY, N.W.

VERY comfortable home for Lady engaged during the day. Own study if wished. 30s. per week. Address—No. 10, 224. *

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SEVERN WYE VALLEYS; beautiful Holiday Home (600 feet up); pretty grounds; Bath, Billiards, Tennis, Motor-cars, magnificent Scenery. Boarders 35s. to 42s. Photos, Prospectus.—Littledean House, Littledean, Glos.

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3 MILES' Promenade; bracing and sunny. "Leafy Eastbourne." Guide to town and Schools, 1s. 6d. "Register of Accommodation," Guide to amusements, hotels, apartments, 3d. post free.—STRANGE, the Printer.

FLEET, HANTS.

THE CROFT SCHOOL, FLEET, HANTS.—A restful holiday for Teachers wishing to learn School Handicrafts and Natural History during August and September. Apply—PRINCIPAL.

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VENTNOR. Ideal for early Autumn Holidays.—ELLERSLIE Boarding House, St. Boniface Road. Midway between sea and station. Uninterrupted sea view; comfortable rooms; liberal table. Terms from 25s. to 30s.—MISS WALMSLEY.

LONDON, N.

BOARD-RESIDENCE on hostel lines. Exceptionally convenient for West End and City. Terms moderate. Apply—31 Stamford Hill, N.

LONDON, N.

PRICIPAL of good-class Girls' Day School has bedrooms to let to Teachers or Students. Whole or partial board. Reduction for two friends sharing room. Large, well-ordered house. Terms reasonable. Address—No. 10, 221. *

LONDON, S.W.

86 REDCLIFFE GARDENS, S.W.—Residential Club for Ladies, close to Earl's Court Station and tube. From 27s. weekly; full board. Large airy house. Buses to all parts. Telephone: Western 2506.

LONDON, S.W.

BOARD Residence in private house. Terms from 30s. to 42s. per week. Room and breakfast from 21s. Telephone.—Miss JOWETT, 62 Longridge Road, Earl's Court.

LONDON, W.

NEW GEORGIAN CLUB (Ladies), White House, Randolph Crescent, W.—Quiet, comfortable; access to gardens at back. Weekly terms from 27s. 6d. for room and partial board. Apply—SECRETARY. Telephone: Padd. 4983.

LONDON, W.

HYDE PARK, W.—Residential chambers for ladies. Large airy houses. Furnished bedrooms, from 12s. 6d. to 21s. Moderate tariff. Reduction 2 sharing.—SECRETARY, 60 Princes Square.

LONDON, W.

LADIES' INTERNATIONAL CLUB, 74 Prince's Square, Bayswater.—Residential Club.—Students and working gentlewomen. Room, breakfast, dinner, from 19s. 6d. to 28s. 6d. Special terms holidays. Two minutes' walk Kensington Gardens.—Write SECRETARY.

LONDON, W.C.

THACKERAY HOTEL, Great Russell Street. First-class Temperance Hotel, opposite the British Museum. Passenger Lift. Electric Light in all Rooms. Bathrooms on every floor. Fireproof. Telephone. Bedroom, Breakfast, Attendance, and Bath, 6s. 6d. per night per person. Telegrams: "Thackeray, London." Telephone: Museum 1230 (2 lines).

LONDON, W.C.

MELBOURNE HOUSE HOTEL, 21, 22, 23 Bedford Place, W.C. Old established private Hotel and Pension. 5s. Bed and Breakfast. "En pension" from 2 guineas weekly. Telephone: Gerrard 4718.

LONDON, W.C.

HOSTEL for Professional Women and other Ladies. Near University College and British Museum. Central; quiet.—Miss H. VEITCH-BROWN, 6 Lansdowne Place, Brunswick Square, W.C.

LONDON, W.C.

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TWO unfurnished rooms; use of bathroom; near 'bus and station.—23 Orchard Road.

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DEVONSHIRE (near Torquay).—Board-residence and apartments. Every comfort; piano, bath; indoor sanitation; large garden; excellent cooking; beautiful scenery; farm produce; garage. Terms moderate.—BARTLETT, Chalet Bon Air, Newton Road.

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SELLECT apartments or board-residence; 10 minutes' P.O.; Indoor Sanitation Company's water bath (hot and cold); farm produce; healthy resort; lovely scenery. Excellent testimonials. Special terms for winter.—HOLBEANWOOD, Wallcrouch, Wadhurst.

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WILLIAM RICE, JUNIOR, 3 Ludgate Broadway, E.C.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for next term and for JANUARY should apply to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a number of AUTUMN and LENT TERM VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates :—

ENGLISH AND GENERAL FORM MISTRESSES.

Head Mistress for School for English children in Egypt. Degree, training, and first-rate experience essential. Res. £180 to £200 increasing, and passage.—A 55220.

English Mistress for Mixed Secondary Day School in the Midlands, to teach English and History to London Matriculation standard. Non-res. £120, increasing to £200.—A 55204.

Geography Mistress for large Boys' Public School in the Home Counties. Good qualifications and experience. Res. post with good salary.—AD 55225.

Governess for Boys' Preparatory School in Home Counties, to teach French, History, elementary Arithmetic. Experience essential. Res. £50 to £60.—A 55145.

Assistant Mistress for Mixed Secondary School in Home Counties, to teach Latin, French, and general subjects. Degree essential. Non-res. £110 to £130.—AD 55334.

English Mistress for high-class Finishing School near London. Lady with experience in high-class Boarding School and used to responsibility. Res. post with good salary.—A 54990.

Junior English Mistress for high-class Private School on South Coast, to teach general work with Forms I and II, Prayer Book with higher Forms, Ablett's Drawing, and Needlework. Churchwoman essential. Res. £45 to £55.—A 53979.

Assistant Mistress in January for important Public School in the Midlands, to teach some Latin and Mathematics, and undertake House Mistress's duties. Degree and Churchwoman essential. Res. £60.—A 52686.

Geography Mistress in January for Girls' Secondary Schools in Yorkshire, to teach Geography on modern lines. Needlework a recommendation. Good qualifications and experience. Non-res. £120 to £125 increasing.—A 53574.

MODERN LANGUAGE MISTRESSES.

Modern Language Mistress for Church of England Public Boarding School in Home Counties, to teach German to highest Forms and French to Middle Forms. Good qualifications and experience. Churchwoman. Non-res. £130, or the post might be made resident.—A 54979.

Assistant Mistress in January for Boys' Preparatory School, in Ireland, to teach French acquired abroad, with other subjects. Training and experience essential. Res. £80 to £90, or could be made non-resident.—A 55226.

CLASSICAL MISTRESSES.

Classical Mistress in January for first-class Public School in South of England, to teach Classics to Scholarship standard, with some History. First-rate qualifications and experience essential. Churchwoman. Non-res. up to £150.—A 55023.

Assistant Mistress for Boys' Preparatory School, to teach Latin to Scholarship standard, and some English subjects. Res. £80.—A 54518.

Assistant Mistress for Boys' Preparatory School in Lincolnshire, to teach general subjects, with Latin and Greek, to Boys up to 14. Non-res. post up to £150.—AD 52183.

Classical Mistress for Public Secondary School in Hants, to teach Classics, with some English and Scripture. Honours Degree and experience essential. Res. up to £100.—A 53487.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematical Mistress for first-class Private Boarding School in the Midlands, to teach Mathematics to Higher Local standard. Elementary Latin a recommendation. Good qualifications and experience essential. Res. £120 increasing.—A 53124.

Senior Mistress in January for County Secondary School in the South-west of England, to teach Mathematics and elementary Science. Experience and Churchwoman essential. Res. £90 to £100.—A 55136.

Chemistry Mistress in January for Girls' Secondary School in University City. Non-res. £140 or more.—A 55105.

Assistant Mistress to teach Geography and Mathematics in high-class Private School, to Senior Oxford Local standard. Experience. Res. £50 or more.—A 53983.

Mathematical Mistress for Mixed Day School in the Midlands, with some elementary Physics and Chemistry. Non-res. £120, increasing to £160.—AD 55203.

Mathematical Mistress for high-class Private School, to teach Mathematics to Matriculation standard, and some elementary Science and Needlework. Good qualifications and some experience. Res. £60 to £70.—A 54007.

Mathematical Mistress for Boys' Preparatory School in Eastern Counties, to teach Mathematics to Scholarship standard. Res. £80 to £100.—A 55362.

Assistant Mistress for large Public School in the South-west of England, to teach Botany and Geography throughout the school. Experience. Res. £85.—A 55330.

KINDERGARTEN MISTRESSES.

Kindergarten Mistress for good-class Private School in Home Counties, with Botany, Geography, or Latin. Res. £50 or more.—A 55425.

Kindergarten Mistress in January for Girls' High School in India. Froebel training and experience essential. Non-res. £160 and passage.—A 54426.

Kindergarten Mistress in February 1917 for Boarding and Day School in Natal, able to train students. Res. £90 to £110 and passage.—A 54788.

ART MISTRESSES.

Art Mistress for Boys' Secondary School in North of England, to teach Drawing and help with Elementary Form subjects. Woodwork a recommendation. Res. £90 or non-res. £120.—BD 55224.

Art Mistress for high-class Private School in North-west of England, to teach Art, with some English subjects. Res. £40.—B 55295.

MUSIC MISTRESSES.

Music Mistress for high-class Private Boarding School on South-east Coast. Good qualifications and Boarding School experience. Res. about £50.—B 55001.

Music Mistress in January for high-class Boarding and Day School in Canada, to teach Pianoforte (performer) and Singing. Res. £83 increasing and passage.—B 53473.

Senior Music Mistress for Convent School in Scotland. Thorough knowledge of the Matthey method essential. Good qualifications and experience. Res. £60 to £70.—B 55095.

Violin Mistress in February for large Secondary Day and Boarding School in South Africa, able to take a small orchestra and assist with some other Music subject. Res. £90, increasing to £110, and passage.—B 55394.

GYMNASTICS AND GAMES MISTRESSES.

Gymnastics Mistress for Co-educational School in Home Counties, to teach Swedish Drill, Hygiene, Physiology, and some other subject or subjects. A lady over 30 preferred. Res. £50 to £70.—B 53821.

Gymnastics Mistress for Physical Training College in West of England, trained on Swedish system. A lady over 28 able to take responsibility. Res. post, good salary.—B 55416.

STUDENT-TEACHERS.

Messrs. TRUMAN & KNIGHTLEY always have on their books a large number of Vacancies for **Student-Teachers** on mutual terms or at moderate premiums.

LADY MATRONS AND HOUSE MISTRESSES.

Messrs. TRUMAN & KNIGHTLEY assist qualified **Lady Matrons, Housekeepers, and House Mistresses** to find appointments in Boys' and Girls' Schools.

Ladies desiring further information of any of the above and of other suitable Vacancies should write fully to Messrs. TRUMAN & KNIGHTLEY, stating their age, qualifications, &c., and enclosing copies of their testimonials. NO CHARGE OF ANY KIND is made to Applicants unless an engagement be secured through this Agency, when the terms are reasonable. Prospectus, terms, &c., will be forwarded on application.

SCHOOL TRANSFERS & PARTNERSHIPS.

A separate Department, under the personal management of one of the Directors, is devoted entirely to the negotiation of School Transfers and Partnerships.

No charge is made to purchasers.

PUBLISHED BY MACMILLAN & Co., Ltd.

CAMBRIDGE LOCAL EXAMINATIONS, 1917.

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There is, however, one most interesting personality who seems, singularly enough, to be omitted in the ordinary recitation of the Scottish Roll of Honour—John Major, Scottish Scholastic, one of the most picturesque and quaint characters of pre-Reformation times. His most important work from a modern point of view is his "History of Greater Britain, as well England as Scotland, compiled from the Ancient Authorities by John Major, by name indeed a Scot, but by profession a Theologian." This work, written in Latin, in 1521, remained for three hundred and seventy years without a translator. It was translated and edited with Notes by the late Mr. Archibald Constable in 1892, and the late Sheriff Aeneas Mackay prefixed a life of the author. This was supplemented by the late Dr. Law in an essay, proving, what Mr. Mackay seems to doubt, the absolute orthodoxy of Major's Catholicism, and the fact that John Major is the single genuine Scottish schoolman of whom Scotland can boast, for the nationality of Duns Scotus, in spite of his name, is uncertain. "He therefore," remarks Dr. Law, "if only as an intellectual fossil, a unique Scottish specimen, from certain strata of European thought, deserves reverent study from all theological antiquarians."

But he deserves to be perused by others than theologians for the many sidelights which he gives us of the times in which he lived, and as illustrating the absurdities into which the most sensible of the schoolmen were led by their first principles. Such is the following which has had necessarily to be abridged from Major's verbose language. "You must fast in Lent, and not eat flesh meat. But *exceptio probat regulam*: for in eating beans and peas you cannot but eat the *bestiolae* contained therein. Again, take the case of the beaver. He always keeps his hinder parts in the water, and his front part out of the water. Now the test of a fish is that it cannot live long out of water. The conclusion is that you may eat the part of the beaver which partakes of the characteristic of the fish, for it is admitted that this part must necessarily be in the water, or be frequently moistened, in order that the whole beast may live." What wonder that Melanchthon should write: "I have seen John Major's commentaries on Peter Lombard. . . Good Heavens! What waggon-loads of trifling!"

But it is not as a schoolman that Major claims our main interest, but as a learner and a teacher for seventy-nine years of the century which preceded the Scottish Reformation, as the tutor of George Buchanan and the fellow-student of John Knox. He was a witness of the Renaissance of learning and of the rise and progress of the Protestant Reformation, but he had no sympathy with the Humanists, and he speaks of the Lutherans in terms of absolute loathing. The liberal Catholicism of Erasmus made no appeal to him, though he saw and reprobated the scandals in his Church as strongly as the Scholar of Rotterdam. His great interest for us lies in the fact that he had resided in England, and that he gives us a Scotsman's view of the England of that day. Besides this he studied and afterwards taught in the most distinguished schools of France, and thus we are enabled to picture to ourselves something of the University

life in that country at this most interesting epoch. Above all, he is conspicuous for his earnest advocacy of the union of his own country with England, in which he must have stood almost alone among his countrymen. He dwells again and again on the advantages to both countries alike of such union, affirming that "they ought to be subject to one monarch, who should be called King of Britain, provided only that he were possessed of a just and honest title thereto; and to gain this end I see no other means but by way of marriage." By such words and teaching it may well be that he planted the seeds of a thought destined at a later date to come to a happy maturity.

Major was born probably in 1469, in the parish of North Berwick. He was of humble origin, probably the son of a small farmer of some Church lands. But even in pre-Reformation days a promising boy who took to learning or to the Church found an easy ladder for his advancement. He probably went to the school of Haddington, of which school John Knox was afterwards a scholar. He then chose the vocation of a travelling scholar, that excellent educational method of the Middle Ages, which tended to create and maintain a true republic of letters, and to keep the scholarship of one country abreast of that of the rest. At the age of twenty-three, in the year 1493, he found his way to Cambridge University, at this time a favourite resort of Scottish students. Here he was much struck by the "sweet and artistic modulation" of the bells, an unusual feature in parish churches in Scotland, even at the end of the last century and at the present day.

From Cambridge, Major passed in 1493 to Paris, which at that time contained the most famous University in Europe, especially for theological students. Its students were recruited from all the nations of Europe, from Scandinavia, Scotland, Spain. It was computed that the number of scholars was at least ten thousand, and we must bear in mind that this was at an epoch when Europe had not more than a tenth of the population it now boasts. National jealousy and the growth of Oxford and Cambridge had recently withdrawn the English students, and the Scotch who frequented Paris were now enrolled in the *Natio Alemannica* instead of the *Natio Anglicana*. Before visiting Paris he travelled a good deal in England, and some of his observations are interesting as of a contemporary witness. He avers that the population of Paris at that time was three times that of London, and that it was the business of the Mayor of London to see to the corn supply; if enough were not produced in England he had to provide for its importation. He notices that there were between three and four thousand tame swans in the Thames near London, though, with Herodotean naïveté and with true Scottish caution, he adds "I have never counted them." He reckons York as the second city in the kingdom, and Norwich as the third. Of the English Universities, he remarks that the number of students is four or five thousand in each, and that the course of study is seven or eight years before a student can graduate as Master-in-Arts. They do not pay much attention to grammar. There are more laymen (townsmen) than students, but yet the laymen do not venture to rise against the students, who would promptly repress them, as the students are all adults and carry swords and bows, being for the most part of good birth.

He praises the morals of the English ecclesiastics at the expense of those of his own countrymen, but he remarks that "for courage, prudence, and other virtues the English do not think that they are the least nation in the world, and if they meet a foreigner who has parts or bravery, 'it is much to be regretted,' they say, 'that he was not an Englishman.'" Perhaps this spirit is not wholly extinct. He refers with reprobation to the practice of jousting with the spear, which was the form taken to settle personal quarrels in England before the duel. He looks with disgust at the Christmas revels practised in England: "the days that follow their sumptuous banqueting they spend in devilish dances and lewd songs," and he contrasts the temperance of

France. He says that many of his contemporaries maintained that no Coronation should take place unless the planets were favourable. He does not agree with this view, but he admits that it is of much moment to plant trees and to prune them at full moon and to apply the knife or drugs to the human body as indicated by the signs of the heavenly bodies. He looks on Ireland as a natural appanage of Scotland, and is indignant that England should have conquered it. He regards the English as possessed of a fickle temper; their delight is to change their kings. Of the characteristics of his own countrymen, he writes that they have a singular endurance of hunger and thirst and heat and cold. They can live for a long time on the flesh of wild animals; they carry attached to their saddles a sack of meal and a griddle, on which to bake bannocks. They are a proud race; indeed, the French have a proverb about the Scots, "*Il est fier comme ung Escossoys*."

Major passed to Paris, where he graduated at the College of Ste Barbe, and afterwards taught philosophy as Regent-in-Arts down to 1505, when he graduated as Doctor of Theology. The time that Major spent in France was one of the most interesting known to history. The revival of learning, begun in Italy in the fourteenth and fifteenth centuries, had in the sixteenth crossed the Alps and, under the guidance of Erasmus, taken root in France, England, Germany, and the Low Countries. During the time of Major's sojourn in France the hostility between England and Scotland had been sharply accentuated, and the popularity of the Scotch with England's hereditary foe had correspondingly increased. Scottish students and Scottish Professors expected, and found, a warm welcome, and a career in the fair city which Major's great pupil, George Buchanan, has described in language which might pass for an encomium by Ausonius of his native Burdigala. The splendid scene burst upon the senses of the poor Scotch student, whose capital at this time contained four or five thousand houses, chiefly of wood, and whose main thoroughfare was one narrow street leading from the Castle to the Abbey.

The College of Montaigu was at this time under the principalship of John Standock, a native of the Low Countries, who saw with regret that the bursaries founded for the poor were too often swallowed up by the rich. Consequently he decided to found a college in the University for the true poor, and in order to keep out the wealthy he resolved to subject his students to a Spartan régime. Their food consisted of bread, beans, eggs, and herrings, all in small quantities; meat was forbidden. They fasted on all fast days, rose up at cock crow, and did all the menial work of the College. Erasmus wrote a scathing satire on the life of this Parisian Dotheboys Hall, at which he avers "some young geniuses were killed, others became lepers, all had their lives imperilled." Singularly enough, Ignatius Loyola, Calvin, and Rabelais were all students at this time at the Paris University. In 1505 Major transferred his services to the Sorbonne, at this time the head and centre of Roman Orthodoxy. In 1518 he becomes Principal of Glasgow University, where John Knox was one of his pupils, and after five years he passed to St. Andrews University, the oldest and, at that time, the chief University of Scotland. It was modelled upon the College for Poor Scholars at Louvain, itself a copy of Montaigu College.

To Major, while he was at St. Andrews, came, attracted by the fame of his learning, a Highland youth, the future great Latinist of Europe, George Buchanan. The pupil failed to appreciate the learning of his master, and assailed him at a later period with many bitter epigrams. These two scholars represent the parting between the old and the new learning: the old schoolman closes his epoch, the young Humanist ushers in an age of new ideas. The one is inspired by the "master of those who know," and looks on the world through the spectacles of Peter the Lombard and Duns Scotus; the other was inspired by the tender melancholy of Virgil, the passion of Catullus, the "painstaking felicity" of Horace.

In the *History of Greater Britain*, written in somewhat pompous and crabbed Latin, Major narrates succinctly the Annals of England and Scotland from the earliest times to the marriage of Henry VII's daughters, of Margaret to James IV of Scotland, and of Mary to Louis XII of France, and, after his death, to the Duke of Suffolk. He is by no means a mere chronicler, but passes judgment freely upon the characters and events of his time. It has been noticed that he is the first advocate of the union between Scotland and England, and this is remarkable enough in a Scotsman educated in France. He states that the Scotch and English alike were unwilling to favour any proposal of the kind, but he is sure that they, too, would profit by his plan, as it would cease their feuds to cease. He frequently reflects on the tyranny and want of patriotism of the Scottish nobility: Wallace, not Bruce, is his national hero.

He saw the necessity of reform in Church practices; he deploras the gross abuses of pluralities and non-residence, and is surprised that the great Scotch prelates had not applied some of their wealth to the foundation of Universities. He insists that countrymen are much stronger and healthier than townsmen, and far more capable of bearing arms. He blames the gentry on the ground that they educate their children neither in letters nor in morals—no small calamity (he thinks) to the State, and the consequence of this ignorance was that they were constant stirrers up of sedition. He affirms that the men of Rochester form an exception to the ordinary grace and beauty of the people of England, because they are born with tails; this is a punishment for the conduct of their ancestors, who, when St. Augustine preached to them, threw fishtails at the man of God, wherefore the Saint made his prayer to the Almighty that their infants might be born with tails, to the end that they might be warned not to condemn the teachers of divine things.

He is as violent an anti-Semite as M. Drumont or as a German professor. He commends Edward I for his expulsion of the Jews from England, and states that in his opinion all Governments would do well to expel the obstinate Hebrews. This anti-Semitic feeling was very prevalent during the Renaissance, and the Church fully sympathized with the State in its horror of usury. Indeed, the invention of banking, due as we know to Venice and Lombardy, was aimed at organizing wealth and making the State, and not the usurer, the lender.

Major is very much struck with the admirable ale brewed from barley in Britain, as contrasted with that brewed on the Continent; it is plain, he says, that wine has not the property of producing so strong a race of men as British ale. He states that oaten bread is the food of the Welsh, the Northern English, and of the Scottish peasantry, and that the main strength of the armies of both of these nations is in men who have been tillers of the soil; a proof that oaten bread is not a thing to be laughed at. Referring to the price of provisions, Major assures us that for two francs a large ox may be bought in the northern parts of Scotland, for five or six sous a ram, for six or seven pieces of Tours a fat capon or a goose. In the north of Scotland the best of fish may be had for next to nothing. There, too, a horse, ready broken, may be bought for two francs!

The numerous *obiter dicta* of the scholar-historian render his history peculiarly interesting, as illustrating the state of his country and of England during the sixteenth century, and these and his quaint style should appeal to a generation urged by science to know the way of life of their ancestors.

CAPTAIN GERALD RIVINGTON, junior partner in the firm of Rivingtons, has relinquished his commission on account of ill health. He joined the Border Regiment in September 1914; in November 1915 he went with his regiment to France, and in March 1916 was invalided home.

A BOYS' SCHOOL IN JAPAN.

By W. N. P.

[INTRODUCTORY NOTE.—The writer of the following article is the only foreign teacher in the large boys' school to which it refers. The school is graded into first, second, third, fourth, and fifth years, and each year is divided into three parallel classes—A, B, and C. He teaches English in the second, third, and fourth years; an informal gathering of a few fifth year students meets once a week privately for reading. Occasionally walks are arranged with the elder boys, when only English is spoken. A Japanese teacher is attached to each class, and is generally present at the English lesson; he is supposed to maintain discipline, and to prepare the pupils for their next English lesson. Ten minutes' recess is allowed in each hour of school work. There is no system of marks. The second-year students are about twelve years old, and the entire classes move up year by year into the grade above. Standard Government textbooks are supplied, but, as the writer of the article describes them as "rather trashy," he takes every opportunity to vary the teaching by story-telling (which the pupils endeavour to reproduce in writing), conversation, questions, and short informal essays or sentences, of which several are adduced. Questioning is a very lengthy business, and must require much patience, as the following extract from a letter shows:—"I ask one boy something; he stands up (quickly or slowly, according to temperament), looks up at the ceiling with a dreamy ghost of a smile—'Now, am I going to think of this?'—then down at the floor with a slight frown; then he glances politely round for any hints or suggestions from his neighbours; then he catches my glassy eye fixed sternly on him, and he breaks into a bewitching smile, says 'I-do-not-know,' and sits down again." And the writer's final conclusion is thus expressed: "Teaching Japanese boys is an adventure!"]

THE school is one of the class known in Japan as Middle Schools, and the course is for five years. It stands on the bank of a small river, which is generally nothing more than a trickling stream, the buildings are all of unpainted wood, and there is a good-sized playground attached. There, at eight o'clock in the summer, half-past eight in the winter, some seven hundred boys gather clad in khaki uniforms, nickel buttons, white leggings, and a smile, each carrying his books tied up in a white handkerchief and an inkbottle dangling on a string. Thither I, too, the foreign teacher, on certain mornings turn my steps, for my duty is to instruct them in English.

To one who has had no previous experience of teaching in Japan the school is full of surprises. Boys of widely different social classes meet on the same level, sons of millionaires, perhaps here and there one with a title, while many are so poor that they get up early and go round delivering milk, in order to earn enough money to pay their school fees, for in this country they are robust enough to pay their own way, without expecting the public to do it for them. On one occasion, I remember, I noticed a new boy in one of my classes with bright, sparkling eyes and a new uniform. I asked the Japanese teacher who he was, and was told he had been in the school a year before, but had left and gone to work in order to save enough money to continue his school course. Yet, as far as my observation goes, they all seem to be equally clean, clear-eyed, and courteous, for it is noticeable that, though their teacher rudely calls them by their unadorned surnames, they call each other Mr. So-and-so. Another surprise is that there are practically no punishments. The worst, except expulsion, which is very rare, is that the offender is called into the teacher's room and lectured, during which he stands in a dejected attitude with head bent, looking the picture of woe. At first I wondered how discipline could be maintained under these conditions, but only once have I experienced what I thought to be disrespect, and then I found

I was mistaken. I had initiated the learning of English repetition, and, as this involved extra homework, it was not received with enthusiasm. One week several boys had not learnt it properly, and one made what I thought was an excuse, saying that he had not had a copy of it and so could not learn it. I determined this should not occur again; so after school wrote it out and sent it to him. The next week he not only knew it perfectly, but came up surrounded by several of the elder boys and presented me with an original poem of his own by way of apology!

There are forty boys, more or less, in a class, and each one sits at a combined desk and chair. When work is about to commence the teacher, coming along the long passage with windows on one side and classrooms on the other hand, hears a confused din coming from his particular room; but the moment he enters the head boy raps out "Ki wo tsukete!" (spirit fixing—i.e. attention), clipping his words like a drill sergeant, and each boy stands beside his desk at most strict attention, heels together, thumbs on the trouser seams, and eyes fixed in a stony stare, while the teacher proceeds in dead silence on to his little raised dais. When he has turned round and faced them from behind his table the leader again raps out "Reihai!" (worship or bow), they all bow, he returns it, the boys sit down, and work begins. One very striking fact is that the younger boys are much brighter and quicker than the elder ones. Their little black eyes sparkle, and they are on the jump all the time to be allowed to get up and answer. Several can talk with their eyes, like a dog, and, if they don't know the English word they want, can still make themselves understood; and some blush at the least word of blame or praise. One small child (little does he know it) has occasionally got unmerited praise that his teacher might watch the hot blush that was sure to follow. Moreover, they all possess the most bewitching smile, which might soften the heart of a Hun, if there is such a thing.

From time to time I request them to write English composition, and perhaps a few extracts from their papers will give an insight into their minds. I give only a word or an idea, and they are to write what they like about it:—

"A horse is indeed a good animal for men. But he kicks men from time to time when he is angry. So I did not like him as much as a ox."

"There is a baby near my house. It is a very small child and weep all the day. Sometimes it opens its eye and is watching. What thing does it watch?"

"When I got up from my bed I saw it was raining very hard, it was indeed very noisy. Our cat was sleeping and did not go out. In my room was very dark and my head was sore. I am not fond of rainy weather."

"When I am ten years old I am taken by one of neighbours to chase dragon-flies. I fell a marsh and I said 'Help, help!' Afterwards I am helpt (I think this is the past participle of help) by him. The marsh is full of mad and dirt. Dont think this short story is lie, I am telling truth."

"School boys is put on a cap, a trouser, a shoes, and they go to school every morning and study English, Japanese, Algebrura."

"Once I went to Rokko San. As I was wandering about there I met an Englishman coming down and the man said 'Which road may I take to Iwaya?' As I could not speak English well I said 'This road is very bad.' The man laughed in gree."

"I saw a dewdrop leave a leaf. The dewdrop sparkled in the sunshine and then the dewdrop dropped before the wind like a child's tear."

"I have seen dewdrops shake in the moonshine. It is very beautiful the sight when dewdrops are shaking."

"Once I saw the zoo at Suma Park. I took my brother with me. When we came up to the tigar, brother said, 'Oh, brother, dash it all,' and at last he began to cry so hard that I did not know what to do. So I took him to the cranes, he laughed very funny. I was very glad to see

this. After he got home he did not tell that tigar to our father and mother."

"Once I went to Arima. When I went there the village was decorated by the dawn star. It was very bright."

"I said 'I will study hard in the coming New Year.' The New Year came, but I did not study."

"Once I went to Sumadera and floated a boat on the pond. I rowed it with two oars and it made a path through the water rolling. I stood up in the boat and sang a song loudly. A boy who was fishing lifted up his face and looked into me. I, too, looked at him. Oh, sir, who do you think he was? He smiled and I also did. Indeed, he was my dear friend Isuruta."

"Once I went to the mount of Oe, that day was the stormy day. Rain was falling very hard and wind blowed with roaring. We could hardly stop to cry. When the night came we had no sheltered place. We felt cold and around us we can find nothing. Most and most the storm was hard. Again and again our harts was stood still with fright. Once we cried loudly, and once we ran, and once " (he had not time to finish it).

"I got up early this morning about five o'clock and I first opened the doors and looked round and saw a beautiful sight that never can write or paint. It was the morning mist with sun rays. I wanted very much let our teacher see this sight."

"When I wake up to-day the sun was riseing. I cried in a low voice 'Banzai!' My heart was very fine."

"At sunrise when I stood towards the sun I breathed very quietly."

"My father very fond of chrysanthemums, and so he bought this flower every autumn time and enjoyed it; but alas my father have gone though his favourit flower still now is blooming very beautifully."

"In the Meiji period there is a saint named Nogi. He is reary a good holy knight. I know that he get up early morning and know to love his horses. But now he is not in Japan nor in the world. He followed our Meiji Emperor and killed himself. Oh great holy General Nogi!"

"Once I saw a fox which was caught in a trap. It looked like very sad and did not eat nothing, but it cried for it thought of its father and mother. I also thought of our parents and gave a piece of bread."

"In the vacation of this year I draw many pictures; these were a dog, a aeroplane, a car, a teacher—who? and a drummer boy at war. I showed them father; father smiled and said 'All of these I think this the best picture of drummer boy.' So I pined it at the wall of my room. Each time when I was tired in studying I use to see this picture and get a great joy, for though it was not quite good yet it was drawn by me."

"When I first wore my uniform, how my eye and my nickle buttons lit up! The little plain boy treads like a conqueror. But it seems like yesterday. Now my buttons are no longer shining and a dark cloud covers them. I wish I were a boy at the first day in our school for ever."

The annual school athletic sports were recently held, and some of the events might prove amusing novelties at similar gatherings in England. For instance, the boat race; in this there are three boys for each "boat," two run backwards way with eyes blindfolded, and the cox facing them with mouth muffled in a handkerchief, steers them by two Scout poles, one on each side, which they hold in their hands. The tied-foot race is a variation of our three-legged race, for it is run by sets of three boys, one behind the other, with hands on the shoulders of the one in front, and with all right ankles tied together, and all left. The heavy-foot race is run with a brick firmly tied on to each shin. Another amusing race is run sideways by couples of boys back to back, with arms linked. The attack-and-defence game is much fiercer, and requires a large number of boys and a length of rope with the ends joined; fifty or one hundred boys inside hold it up and try to keep it ring-shaped, in

order to protect their captain, who stands in the middle wearing a red cap. The attacking force then try to crush in the ring, so as to reach the captain and snatch off his cap. In another somewhat similar game, requiring many boys, two strong poles, some 12ft. high, are set up with a red (or green) flag on each. The boys, dressed in shorts only, cluster round their respective poles facing outward, while the biggest and strongest of each side attack the other position, trying to climb over the defenders, up the pole, and to tear down the flag. In both these latter games almost anything seems to be permitted, except hitting with the clenched fist. A doctor and nurse are present, but seldom have more than skin abrasions to attend to. In the military race, all boys start dressed in nothing but shorts, and at different intervals trousers, coats, boots, socks, leggings, caps, belts, rifles, and bayonets are laid out, and they must put them all on and arrive at the winning post with every button and lace correctly done and bayonet fixed. A variation of the obstacle race is to divide the runners into groups of three, of whom two carry the third on a pole, so that they cannot proceed to the next obstacle until all three are safely over the last.

These and many other sports and races filled in a long and sunny day when all did their best, for there is no giving in, each boy finishes to the end of the course. But what remains clearest in the teacher's memory is the display of physical drill by some three hundred and fifty of the smallest boys, dressed in white shirts and shorts, in extended order, each watching for the faintest flicker of an eyelid of their instructor and executing every movement with mechanical precision almost before the word of command was completed. "He who talks does not know; he who knows does not talk." The Japanese don't advertise their system of education.

IN PRAISE OF TEACHING.

IT is a good thing to be a teacher. It is good also to look back to discover what it is in teaching that makes for happiness. The chief factor, I suppose, is that teaching is based on humanity, it is permeated with human interests. Moreover, the human nature of the young has all the fascination of incompleteness and promise. The future is foretold in hints and flashes of latent tendencies; the fresh life is on the brink of some destiny—momentous or mediocre. Somehow there is to most observers a romantic element in the hidden future which awaits all young people. To look at a class of girls and think forward comes upon one with the same mysterious delight as the opening of the pages of an unfamiliar book.

As with reading, teaching lifts one into a new world. It is compulsory to take an interest in every type presented in the classroom; otherwise no teaching will succeed. Most people pick out from life those personalities which appeal to them, but the teacher cannot be fastidious. She is forced to study girls so opposed to her in temperament that in almost any other relation of life they would be ignored or avoided. She cannot specialize in types; all are there, and all—to a greater or lesser degree—must be considered. So there comes about a meeting of natures otherwise uncongenial—the timid and the frank, the brilliant and the stolid, the calculating and the æsthetic, the conventional and the flippant, the spiritual and the material. From this contact there may arise repulsion or discomfort, but also, in many cases, an unexpected sympathy. In the absorption of this human science the teacher loses sight of her obtrusive self, she escapes from introspection into the freedom and variety of a fuller life encircling her own.

Perhaps she teaches literature, and then for her there is a wider opening of the great book of life. Almost everything that is really great in literature lies within the grasp of intelligent, sympathetic girls. They are led by intuitions which will in after years be deepened by experience. From an educational point of view the only really difficult subjects are love and religion, and these are not impossible subjects. Girls do not, and should not, apprehend love as a question of sex. When it is so treated in literature they laugh or they are morbidly moved to emotion, and either tendency is unfortunate. But they are quite capable of understanding love in so far as it is a matter of loyalty and truth. To the religion, the awe, and the mystery of which poetry is full they make an instant response; but when poetry becomes philosophic and intellectual, when it loses warmth and tenderness—when, in fact, it ceases to be poetry—girls cease to pay attention. Great poetry hardly ever fails to win their recognition. They may not understand all that it means; but they can feel that they are standing on holy ground. They are impressed by a beauty and a nobility set high above their own thoughts, high and yet familiar; something inarticulate within them responds to the beauty that passeth understanding. Country-bred girls while reading Wordsworth are happy, vaguely conscious all the while of the depths which underlie his serenity and freshness. It is amazing to find how many schoolgirls of quite ordinary ability will confess to having read *Hamlet* for pleasure.

Teaching literature to girls brings it into contact with reality, and there one can revise or confirm previous standards. The healthy spirit of youth is against all affectation or weakness of emotion. The young appreciate whatsoever things are wholesome, brave, sane, or loyal, for they partake of these virtues. It may be that literature is best known and best loved by those of exceptional or refined temperament. But it is also true that literature often takes for its theme people who are neither exceptional nor refined; it deals for the most part with the doings and feelings of ordinary people. And here are a number of ordinary girls, each with her own opinion of that literature! Ordinary people should be able to recognize their own portraits. If a normal girl finds nothing arresting in a book about normal people, very probably the fault lies with the book. For the normal girl is interested in normal people when she can see them clearly, and literature should make them clear.

These are some of the joys of teaching literature. But teaching in itself is a sort of literature brought into practice. It is the reading of a book—not of paper, and ink, and cloth—but of human minds. The reading of this human book has about it a pressing significance. An uncharitable judgment of a poem or a play hurts nobody, unless it be the incompetent judge; but who shall say the same for uncharitable judgments of real people? The reader may be unjust to Ophelia or to Becky Sharp—they are none the worse for it; but injustice to the stupid or to the defiant girl in the back seat is something more than a trifle. There can be nothing detached or impersonal in this study; the teacher reads, judges, and acts upon her class. The reader of a novel is a theorist, standing outside and looking on. The teacher of a class becomes a part of an actual story—a part which must have some share, however slight, in creating the whole.

M. A. B.

SECOND LIEUTENANT A. B. MARSTON, of the 7th Battalion Royal West Surrey Regiment, son of Mr. R. B. Marston, editor of the *Publishers' Circular*, was reported as wounded in the Somme battle on July 13, and so far nothing further has been heard of him. Mr. Marston's many friends hope that he may soon receive better news.

MESSRS. GEORGE PHILIP & SON, LTD., 32 Fleet Street, E.C., notify that they have purchased the old-established business of C. Smith & Son, Ltd., globe makers and map publishers, founded in 1799.

SCHOOLGIRLS IN INDIA.

THE similarity of certain difficulties connected with the teaching of girls in India and in this country is very striking. Teachers of certain classes of English girls find that some of their pupils are very bright and come on remarkably fast at first, but after a time they seem to grow dull and incapable of much brain effort. This is true, too, of Indian girls, and is more generally seen than in England. The school which the writer has in mind is one of the largest in India, and is situated in one of the healthiest parts of the country where, perhaps in all India, public opinion and social customs offer least hindrance to the education of girls. One who has worked in India will appreciate the greatness of these advantages. When in addition the girls come of a race noted for its freedom, intelligence, and gentle manners, then, indeed, it will be understood that the work of teaching is being done under the most favourable conditions.

Fifteen years ago the most noticeable feature of this school was its large primary classes and its small secondary forms. The next thing that struck one was the youthful age of the children in the lower classes as compared with their seniors; that is to say, there was more than six years' difference in age between the children of Form I and those of Form VI, pointing obviously to the loss of a good deal of time somewhere in the course of a girl's progress through the high school; and the third point which did not appear on the surface was the apparently disproportionate difficulty the more advanced work seemed to present. The conclusion was not long in forcing itself upon one that the Indian child was not able to maintain the same level throughout her school career; that somewhere there was a falling off in steady progress. Was this a natural incapacity, to be accepted as such without any further question? The needs of the school demanded an inquiry. Cause and remedy were the two problems to be faced and solved.

Many causes suggested themselves: this was practically the first generation to have their minds and bodies subjected to long hours of school discipline and mental training; the rice diet, which sufficed for the light duties of an Indian household, with many hours of inactivity, was proving insufficient for the new life; the school curriculum and timetable, arranged after the usual English plan, gave too much brain work. For the first there could be no remedy; the second, on account of caste and prejudices, could not be interfered with. There remained the third, and, as that was a matter that could be dealt with by the school authorities, no time was lost in rearranging the time-tables with a view to lightening the strain and introducing variety and brightness into the day's work. No two exacting subjects were allowed to follow each other; great use was made of drawing, needlework, singing, drill, and practical lessons in botany, geography, &c.; teachers were encouraged to give their classes a lesson out of doors occasionally, and to introduce illustrative methods of every description—pictorial, dramatic, or musical. The above does not enumerate the changes, but gives an idea of what was done. The results were quickly seen. The following changes were noted in the course of the last five years:—(a) The average ages of the children in Form I and Form VI varied thus: From 11.7 and 17.5 to 11.6 and 16.5.

The table below shows further results. The figures are given on a basis of one hundred:—

Form.	(b) Declared fit for Promotion at the end of the year.		(c) Left School in the course of the year.	
	Six years ago.	Last year.	Six years ago.	Last year.
I	34.5	85.6	23.1	.05
II	41.3	67.9	40.8	.05
III	38.5	65.9	23.7	.08
IV	28	65.1	8	.07
V	50	56.8	6.2	.98
VI	11.1	33.3	4.8	.06

These figures are encouraging, but not sufficiently good. One might argue from them that:—(a) A greater number of children now go straight through the school without spending more than one year in a class; (b) the quality of the work has improved; (c) the feeling of inability to keep on which prompted so many to leave school in the middle of the year has practically disappeared.

Having arrived thus far, one cannot rest satisfied with the descending grade in the quality of the work from Form I to Form VI, as shown in Table (b), but feels that a further study of cause and remedy is necessary to attain a still higher ideal. Close observation has shown that the most difficult years are those spent in Forms II and III, where the average age is between twelve and fourteen. These years are difficult to both teachers and pupils. To the teachers the children seem restless and unmanageable; unwilling to learn, unable to settle to anything, incapable of being interested; to the children the discipline of the school is irksome, the hours are long and wearisome, the tasks onerous and unreasonable. This is usually the first stage, and is generally followed by one of lassitude and apathy. Some children seem never completely to recover from these symptoms, but others grow quite bright and willing and amenable again.

The cause once more would seem to be physical. The period of trouble coincides with what is popularly known as the growing age, and it stands to reason that the mind and the body cannot be strained at the same time. The one must be allowed to rest while the other is given every chance to develop into sturdy, capable womanhood. The remedy provided must therefore take into consideration the necessity not to overtax the brain, to provide an outlet for physical restlessness, and to prevent the formation of habits of idleness at the most susceptible age of a girl's life.

There is a general feeling that the present system of education for girls in India is unsatisfactory—that it neither attracts girls to school nor fits them for the battle of life; it is too intellectual, and the time is not ripe for an extensive higher education, which is prized by the very few and wholly disregarded by the great majority. Every Indian woman, rich and poor alike, is her own housekeeper and child's nurse; she has few social interests, her whole attention is devoted to her home. The time to be spent in school is short, for though the marriage age has been advanced, most girls are still married between the ages of ten and fifteen. The form of education that is wanted is one that will give a girl more practical training to fit her for the home in the position of wife and mother, that will provide her with resources to fill in her spare time, and that can be rounded off at about the age of fourteen or fifteen, at the same time affording her the opportunity to pursue a course of higher education if she is so inclined and her circumstances permit it.

The last-mentioned requirement seems to point to a vacillating and desultory inclination on the part of parents with regard to the education of their daughters. This is precisely what is the matter, and the reason why the girl pupil must be led on, even enticed forward, at every step towards a definite goal, and if for a long time many do not go the whole way to a final goal, it should be possible for them to find an intermediate stage at which they may call a halt with advantage to themselves.

The remarks just made should not mislead the reader into thinking that no desire for higher education is to be seen in India. On the contrary, it prevails so strongly that the Government and missionary bodies have recognized the need, and several colleges intended solely for women are now doing good work. These, however, form a very small minority, and are to be found chiefly among the Christian communities, while it is the great majority of the non-Christian peoples which the writer has in mind.

The solution of the double problem would seem to lie in a scheme that combines the following elements: Intellectual, artistic, and domestic training; a curriculum ter-

minable half-way through at will; a pause for bodily development and mental rest. It ought to be possible to plan and carry out a curriculum that, till the age of twelve, would be intellectual, artistic, and domestic, and in a degree elementary—e.g. the subjects might be reading and writing in the mother tongue, simple arithmetic, English by the direct method, singing, drawing, physical exercises, needlework and knitting, Nature study (taught practically), lessons on personal and domestic hygiene, and in addition, in the earlier stages, some of the kindergarten occupations to develop finger dexterity, and in the later stages elementary history and geography chiefly of their own country. Between twelve and fourteen a twelve-months course in active and practical domestic training might be given with literary readings two or three times in the week. The subjects might be hygiene of the home and domestic economy, practically taught, including, besides all things in house management, invalid and ordinary cooking, laundry, first aid to the injured, and elementary sick nursing, care and training of the baby, vegetable and flower gardening, care of cattle and poultry, account keeping, investment of savings, needlework (plain and ornamental), drawing, painting and designing, singing and physical exercises. This would make a good termination for those who do not care to proceed to a high-school certificate. A girl so trained may well be expected to run her house on intelligent lines, look after her husband and children in health and in sickness, and find interesting relaxation for herself in her needlework, drawing, garden or poultry yard, as her taste leads her.

In the next stage those girls who wished to continue in school could easily follow the usual high-school course as it exists, and, with minds rested and bodies invigorated, do their work well.

D. H. W.

RUSSIAN GRAMMARS AND READERS.

IF the demand for textbooks for the use of Russian students has much increased since the beginning of the War, it is satisfactory to find that this demand has produced a plentiful supply of first aids to learners of the Russian language, and it is a pleasure to note that all the textbooks which have come under our notice are well adapted for the end which they have in view—viz. the enabling English-speaking students to gain a fair knowledge of Russian without the aid of a Russian teacher. It must, however, be insisted on that there are in every language certain sounds and inflections of the voice which can be acquired satisfactorily only by the aid of a native of the country whose language is to be learnt, and this applies more to Russian than to most European languages. It is, too, satisfactory to note that many more Russian teachers are to be found in England than previously to the War, and that Chairs of Russian are being founded in our local Universities, and these have in some cases attracted a great many pupils who wish to acquire Russian for commercial purposes. But before our Russian students can claim to be properly equipped for attacking the language which they desire to master, it is necessary that they should be provided with a good Russian dictionary, which, unfortunately, does not exist in this country. Alexandrow's, which is usually considered the best in our language, is very unsatisfactory and imperfect. A fine opportunity is open to any good Russian scholar to fill this literary gap, and he would gain the gratitude of all the Russian students in the English-speaking world. The dictionary, to be of use to students, should set down not merely the different aspects in use of every verb, but should give the future and the irregular forms. It would also be of great use to classical students if a good philologist would collaborate, and set down after each word

the root common to it and to the classical tongues. Many such roots exist, but they are not all obvious at first sight, but, when the connexion is perceived, it enables the student to remember the meaning with a less effort of memory and at the same time gives him an interest in the philology of Slavic, Latin, and Greek. It would also be an advantage to English students if a few entire interesting stories could be brought out on the model of those published in the *Russische National-Bibliothek*, edited by Manassewitsch and Fischer. In these books an interlinear version is published in German beneath the Russian. This is the plan adopted in Colonel Jamieson's *Line-upon-line Russian Reader* (Kegan Paul). It seems to the writer that the transliteration of the Russian letters might well be omitted in any future edition. The learner should have mastered this before beginning to read connected stories. A more exact account, too, should be given of the value of the English letters employed to represent the Russian. The effect of the soft sign at the end of Russian words should be noted and illustrated by instances drawn from French, or else by a sign from the phonetic alphabet. The Russian *e* should be represented by *ye*, and not by *e*, and the sound of softened *t*, as in *rissovat* (to draw), should be noted either by a comma or by the addition of *i*. If the whole of the transliteration were either omitted or reconstructed phonetically, the value of Colonel Jamieson's *Reader* would be increased. The pieces of Russian are well chosen, and whoever has mastered these will have mastered all the words occurring in ordinary conversation.

The Concise Grammar of the Russian Language, by L. A. Magnus, LL.B. London (John Murray, 1916), is clear and well arranged. The aspects of the Russian verbs are very lucidly explained, and the learner will find the advantage of reading this section with particular care. It might be useful to point out that these "aspects" occur in other languages besides Russian—e.g. *esurio* is but an "aspect" of *edo*, and so is *vivotter* of *vivre*. Mr. Magnus's *Grammar* is printed in beautifully bold type, and should be useful even to the advanced student.

We are glad to see that the Oxford Clarendon Press has a fount of Russian type, as is evidenced by *The First Russian Reader*, from L. N. Tolstoy, with English notes and a vocabulary by Percy Dearmer and Vyacheslav A. Tananovich (Clarendon Press, 1915). The notes to these short extracts are precisely what the learner needs. The authors claim that "this *First Russian Reader* consists of the easiest little stories from Tolstoy (who was a master of style even in his shortest and simplest writings), duly accented, with notes unblushingly redundant, and a vocabulary which it is hoped contains every single word used in the text." This claim seems to be perfectly justified.

The Self-Educator in Russian, by Louis Segal, Ph.D. (Hodder & Stoughton, 1915), contains both a grammar and easy exercises on the rules laid down. The exercises are particularly well arranged, and the author's statement here again seems justified that "the student will find what he has learnt in this book to be of great value to him in speaking." The alphabet, however, in this book is very poorly printed, and a list of letters as they are represented in Russian writing should be added in another edition. It should be added that the conclusion of this work gives some excellent advice to the student of Russian as to the works in that language which it will be best for him to study.

But any earnest student of Russian, while thanking the authors and editors of the many books now being turned out for his use, must perforce hope and pray that some literary saint may turn out for his behoof a satisfactory dictionary. The small dictionary by Freese, just published as this article goes to press, is very satisfactory for beginners, but not nearly full enough for advanced students.

H. A. S.

MESSRS. T. NELSON & SONS announce that, owing to the increase of cost in every branch of manufacture, they have been compelled to raise the price of certain of their books as follows:—"Nelson's Library," to 9d. net; "Nelson's Classics," to 9d. net; "Nelson's Shilling Library," to 1s. 3d. net.

THE NEW DEGREE IN EDUCATION AT EDINBURGH.

THERE is probably no institution that exists for the propagation of higher education in Britain so completely under the nominal, if not actual, control of the primary and secondary educational authorities, national and individual, as the University of Edinburgh. The Scotch Education Department, the Carnegie Trust, and the local Provincial Committee for the Training of Teachers—all not only claim, but actually exert, a very considerable amount of influence upon the University Court and Senatus so far as they are concerned with questions of administration. Whether the University has chosen to sell her birthright to these bodies for the proverbial mess of pottage is perhaps such a debatable question as need not for the present detain us here; but, while the association of these various bodies has certainly not been altogether for the best interests of the University, whatever it may have been for the others, one good thing it has at last been the means of bringing about, and that is now upon the very point of attaining maturity, chiefly, as I have said, as the outcome of the partnership.

A degree in education is a matter which, in the Scottish Universities, has been long overdue, and the draft Ordinance is now so far advanced that it has actually passed through all the necessary stages, and awaits only the signature of His Majesty in Council to enable it to become operative as from the beginning of the coming session—viz. in October 1916. It will now be possible, therefore, for students in the University of Edinburgh to proceed from an Arts, or a Science, to an Education, degree, in place of the mere diploma which up to the present time has been the highest recognition of a student's attainments in the Theory and Practice of Education that the University has had the power to confer.

The new degree is an Honours one, only those who hold an Arts or Science degree from one of the Scottish Universities, or a like degree (or certificate equivalent to a degree) from some other approved University, being allowed to take it. It is to be known as a degree in the Theory, History, and Practice of Education, and will be a Baccalaureate—viz. Bachelor of Education. The course of study for it shall extend over not less than two academical years, and these shall be in addition to the minimum number of years prescribed for the preliminary degree in Arts or Science.

The following courses of study for the new degree have been approved, and they must all be passed in not more than two examinations, the first three to be taken at the first examination and the others at the second:—(a) a course in Elementary Psychology, extending over at least seventy-five class meetings (with additional tutorial hours); (b) a course in the Theory and History of Education, extending over at least seventy-five class meetings (with additional tutorial hours); (c) a course in Modern Educational Systems and Problems, extending over at least twenty-five class meetings, or any equivalent course of instruction instituted by the University Court after consultation with the Senatus; (d) an advanced course in Psychology (including laboratory practice), extending over at least fifty class meetings; (e) an advanced course in the Theory and History of Education, extending over at least fifty class meetings; (f) an advanced course in Experimental Education, extending over at least fifty class meetings, or any equivalent course of instruction instituted or approved by the University Court after consultation with the Senatus; (g) a course in the Administration and Organization of Primary and Secondary Schools, extending over at least twenty-five class meetings, or any equivalent course of instruction instituted or approved by the University Court after consultation with the Senatus.

These courses for the Education degree are, however, subject to the following modifications:—

I. A candidate who includes (a) (Elementary Psychology) in his course for graduation in Arts may be exempted by the

Senatus from taking that part of the course for graduation in Education.

II. Courses (b) and (c) must be taken by candidates in addition to their subjects for graduation in Arts or Science, and not earlier than in their fourth year of University study. A candidate who has already offered Course (b) (Education) as a subject for the degree of Master of Arts will be required to take an additional Arts course not earlier than in his fourth year.

III. Courses (d), (e), (f), (g), unless in cases where (d) (Advanced Psychology) has been taken as a subject in the Honours group of Mental Philosophy, must be taken by candidates not earlier than in their fifth year of University study, must be taken in addition to their subjects for graduation in Arts or Science, and must be taken after graduating in Arts or Science.

IV. Courses (a) to (e) (inclusive) must be taken at the University of Edinburgh. The University Court may recognize as counting *pro tanto* for the purpose of graduation under this Ordinance courses (f) and (g) conducted at a recognized training centre or college, provided that, after consultation with the Senatus, they are satisfied that such courses are equivalent in scope and standard to courses in corresponding subjects conducted in the University of Edinburgh, and upon the condition that the syllabus of instruction and the qualifications of the lecturers engaged be approved by the said Senatus and University Court. Provided further that the fees for attendance on courses at such recognized training centre or college shall not be less than the fees payable for courses of a corresponding nature in the University of Edinburgh.

An invaluable section also is the following:—"Before being allowed to enter for the first examination every candidate must produce evidence that he has attended a course of professional training at a recognized training centre or college, and that he has attained therein to a satisfactory standard of proficiency as a teacher; or, in lieu thereof, that he has taught with success for not less than three years in one or more schools or educational institutions, approved for this purpose by the University Court after consultation with the Senatus." This requirement raises the standard of the degree to an infinite height, and confers upon it an intrinsic value of very considerable magnitude.

Lastly, the fee for admission to examination for the degree of Bachelor of Education shall be £6 6s. in all, but, if a candidate is admitted for re-examination in any of the subjects prescribed, the University Court is empowered to charge such a fee as it may deem reasonable for such re-examination. And another point which, for professional purposes, confers a still greater value on the degree is the regulation that "The degree of Bachelor of Education shall in no case be conferred on persons who have not complied with the conditions hereinbefore set forth, and shall not be conferred *honoris causa tantum*."

Such in outline, then, are the provisions that must be fulfilled by candidates for the new Edinburgh degree in Education, and, if in some respects they are a little exacting, the results will be all the more appreciated by the various governing boards of educational institutions throughout the Empire, and teachers and others possessing the degree will no doubt very soon come to be recognized as persons equipped for the exercise of their profession to an extent not only above the average, but in excess of perhaps any other teacher in the market. At all events, the degree will not be in any respect inferior to any other educational degree or diploma whatsoever of which I at least have any acquaintance, and I have for several years now made a most careful study of the conditions prevailing in most, if not all, of the British, French, German, and other Continental Universities. All who are interested in the practical side of educational matters will therefore be well advised to keep a watchful eye during the next three or four years on the working of this new Edinburgh Ordinance.

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A MATHEMATICAL CLUB IN A GIRLS' SCHOOL.

By I. M. BROWN, B.A.

I AM afraid it is a fact that most schoolgirls regard mathematics as a necessary evil, or at best as a subject in which they may fairly easily satisfy Matriculation examiners. The reward of matriculating successfully is the farewell to all mathematical work. "For," they ask, "what good do I get out of all this?" We explain that the study of mathematics affords an excellent training in logic and accuracy. But this is not nearly so satisfying to the questioner as was Euclid's classic answer: "Give him a copper or two, since he must make a profit out of what he learns."

Now why is this old question an ever new and vital one? It is because the lighter side of mathematics is seldom or never put before the girls. It is easy to show that the other school subjects—history, modern languages, botany, &c.—make a substantial addition to our pleasure in life. For instance, every girl will enjoy her general reading the more because she understands historical allusions and can recognize quotations from the classics. But, when mathematics are brought into touch with our everyday affairs, the connexion is usually a financial—or, at any rate, a strictly useful—one. The non-mathematical girl can get through life with very slight acquaintance with figures. Of course she can, but she will miss a good deal of interest and pleasure. No one denies the utility of mathematics, but a great many like others to possess the necessary knowledge. There is always someone else who will do your calculations for you; your broker will invest your money, the upholsterer will give an estimate for carpeting your room and staining its border, and the grocer will make out your bill.

Now, I am quite sure that a really human interest may be aroused in mathematical work. It was with this idea in my mind that I started a mathematical club for upper-school girls. We stated that the object of the club was "to show the fascination of mathematics and to explore the by-ways." Our first meeting was crowded. Girls from every eligible form presented themselves. I think it was curiosity that brought most of the would-be members—curiosity as to what new light would be shed on this dull subject, so that the hitherto unsuspected fascination might be discovered.

In that first year of the club's existence, some girls made accurate models of solid geometrical figures. Some worked Boule curves; generally they made their own plans for these instead of using the ready-made designs which can be bought. A few members adapted these curves to decorative needlework. Other girls made graphs of the rarer curves, such as cycloids and spirals, whilst a few drew large illustrations of groups of simple lines and curves for us to use in our lessons to beginners. We all worked together and helped each other when necessary. Sometimes girls brought puzzles to be solved, and we kept a record of these and their solutions.

After a few weeks of this work we varied the program, and two elder girls read papers on Dr. Abbott's *Flatland*. These papers gave rise to much discussion on the difficulties and restrictions of life in Flatland or Lineland. A good many diagrams were drawn to illustrate the points raised. The rest of the school was by this time asking what the club did in its meetings. So we decided to invite the upper and middle schools to an open meeting and let them judge our work and say whether or not they found it fascinating. We wrote a short play founded on the above-mentioned *Flatland*. There were six scenes and a prologue. The prologue performed the part of the chorus in a Greek play and introduced the characters. We made most charming programs, each with a diagram illustrating a scene in the play.

The preparation of these programs and of the various properties required took all the time at our disposal for a few weeks.

When the appointed day of performance came, we set out all our models and graphs, &c., and the staff and girls were invited to inspect them. Meanwhile, we prepared our stage in the big hall. The floor was the stage, and the audience looked down on the players from the gallery. Judging by the frequent bursts of applause, the audience enjoyed itself quite as much as did the players. Even the youngest could recognize the geometrical propositions illustrated in the Flatland children's games. Everyone appreciated the discomfiture of the Flat schoolmaster when he was unable to answer the question put by a promising pupil: "What will become of a square if you move it in a third direction?" And the mystic appearance of the sphere and cube within walled rooms with closed doors brought shouts of applause. The object of our club seemed to be fulfilled. We, with a purely mathematical program, had amused and entertained the school.

In the following session we divided ourselves into three groups. One of these compiled a manuscript, or rather a typescript, book of mathematical puzzles and anecdotes. The second group searched encyclopædia and books of all sorts for stories of mathematics, and, finally, a volume of *Lives of Great Mathematicians* was completed. The third group wrote a history of arithmetic from earliest Babylonian times to the present day, paying special attention to the simplification and quickening of methods and notations. Each of these books had many illustrations.

At the end of the spring term we held our second open meeting, to which we invited the upper school. There were three parts to the program. In the first part, the old and cumbersome methods of "scratch division" and "gingerbread multiplication" were demonstrated. Then the same sums were worked in comparatively no time at all by our ordinary present-day methods. Next one member read a life of Napier and an appreciation of his work; and, lastly, to the bewilderment of the uninitiated, the use of logarithms was shown by the Sixth Form members. They undertook enormous multiplications, they calculated compound interest for fifty or more years, and they extracted cube roots with ease, whilst one girl worked lightning percentages on a slide-rule. During the present term we have undertaken to post up a weekly mathematical story or puzzle in each Upper School classroom. These notices are generally chosen from the books which we compiled last year.

There is still plenty of scope for work and play in the future of the club. One could collect stories of the origin of various units of money, time, length, &c. And I am sure that many games could be invented involving mathematical skill and quickness of thought. An elementary course of astronomy or of mechanics might be undertaken. A paper on the mathematics of architecture might be prepared. And what more thrilling now than the dynamics of a projectile, such as a bomb thrown from an aeroplane, or the theory of the gyroscopic motion of a torpedo? The bypaths of mathematics are too numerous for us to attempt to trace them all. But let us, at any rate, explore a few.

MESSRS. LONGMANS have just issued their new *Classified Catalogue*, 1916. It runs to over three hundred pages, and the index alone to over fifty pages. It forms a useful reference book for the college library.

MISS E. M. JAMES, Secretary of the Women's Imperial Health Association, 7 Hanover Square, W., sends us a *War-Time Directory*, which gives the names and addresses of the numerous associations in which women as workers or helpers are now interested. Copies may be obtained at the offices of the Association (price 6d., or by post 9d.).

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WE print the following communication as received. We welcome this attempt to promote unity of effort, and hope that the challenge of the five associations will be accepted. The resolutions are so temperate and broad-minded that it is hardly possible that any reasonable opposition to them will arise.

The following resolutions, drawn up by a Conference representative of the five associations concerned, have received the approval of the Councils of the Classical, English, Geographical, Historical, and Modern Language Associations. They are intended to form a basis for common action between the five associations and, it is hoped, for co-operation with representatives of the natural sciences as well as with those of other elements in education. It must therefore be understood that they do not represent the full views of the associations concerned, but rather a common measure of their views, which they all accept as a basis. In the same way the propositions laid down do not profess to cover the whole field of education, but are limited to the spheres with which the five associations directly deal. Some apology, moreover, seems needed for the use of such terms as "humanities" and "sciences." They are simply employed for the sake of brevity, for all would agree that "humanistic" studies should be scientific, and "scientific" studies humane.

The resolutions are now published in the hope that in any coming reconstructions of our educational system this attempt to restate the "humanistic" position will mitigate the dangers incident to a violent breach of tradition and an excessive reaction against the past predominance of certain types of study.

But it will be obvious that they are drawn up in no spirit of hostility or indifference to either scientific or technical studies, and their framers are anxious to co-operate in securing for these, as well as for the studies with which they are themselves more particularly interested, their due place in a national system of education.

Pending the formation of some central council which could assume a large responsibility and speak with a wider representative authority, we would welcome any offers of co-operation or suggestions for the further practical development of the position taken in these resolutions.

Any communication may be addressed to the Chairman of the Conference of the Five Associations, Prof. Tout, Upper Booth, Edale, Sheffield.

The resolutions were as follows:—"That in the opinion of the Conference:—

(i) It is essential that any reorganization of our educational system should make adequate provision for both humanistic and scientific studies.

(ii) Premature specialization on any one particular group of studies, whether humanistic or scientific, to the exclusion of all others, is a serious danger, not only to education generally but to the studies concerned.

(iii) Humanistic education implies the adequate study of language and literature, geography and history, which in each case should, at the appropriate stages of education, go beyond the pupils' own language and country.

(iv) The representatives of humanistic studies would welcome from the representatives of the mathematical and natural sciences a statement with regard to those studies similar to that contained in (iii).

(v) In all reform of education it must never be forgotten that the first object is the training of human beings in mind and character, as citizens of a free country, and that any technical preparation of boys and girls for a particular profession, occupation, or work must be consistent with this principle.

(vi) Subject to the above principles the associations concerned would welcome a comprehensive revision of national education from the point of view of present needs."

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X

School Transfers and Partnerships are on pages 569, 602, and 604; other School and Teachers' Advertisements are continued on pages 601, 602, 603, 604, 605, 606, and 607.

X

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It may be presumed that no one would knowingly make trial of the services of any other kind, but it is still true that a proportion of Principals are induced to yield to the importunities of plausible and worthless concerns, with the resultant loss and disappointment that might be expected. This is a disillusioning experience for which there is no necessity. The established, reliable Scholastic Agencies are not many in number, and they are well known, and their record and standing easily to be ascertained. As one of these we have a sufficient claim to clients' confidence. If, further, we obtain the greater share of Parents' Inquiries, we also take unusual pains to secure them. At present our advertisements are appearing in nearly 400 papers in this country alone; and, outside of enemy countries, the War has made no difference in the circulation of our List of Schools.

As a result, few days pass without at least one letter of thanks from parents who appreciate the assistance we have given them. Principals are equally generous in expressing their indebtedness, as this recent acknowledgment, amongst others, testifies:—

September 20, 1916.

"Gentlemen,—Our term has just commenced, and I feel I must write to thank you for your help in extending my Boarding Connection. I am most grateful. To-day we scored another success. Mr. H. of B. came over to see the place, and had no hesitation in deciding to send his boy to us. He joins us next Monday. I knew from his conversation that your recommendation had been the deciding factor. The Nottingham boy came on Saturday; this, too, is due to your agency. H. and R. are both with us. Owing to your splendid work, I have opened a new dormitory this term—a beautiful room; it took Mr. H.'s fancy at once. At present, of course, it is not half full, but I have no fears for the future, having unbounded confidence in you."

If you have not yet made trial of our services, we shall be glad to hear from you, with particulars of your School.

J. & J. PATON, EDUCATIONAL AGENTS,
143 CANNON STREET, LONDON, E.C.

Telephone: Central 5053.

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OCCASIONAL NOTES.

THE *Contemporary Review* for September leads off with an article by Dr. M. E. Sadler on "Education after the War," and the editor could not have chosen a better qualified contributor. To no living Englishman could Dr. Johnson's epitaph on Goldsmith more justly be applied, and, if he has had no personal

experience of primary schools, his experience as Chairman of the Registration Council has brought him into close relations with the accredited representatives. Wiser than Mr. Temple, Dr. Sadler confines himself to broad generalizations, has no school of the future to recommend as an ideal, and gives the religious difficulty a wide berth. The War will give "a new and deeper significance to political liberty," and at the same time "a fuller and more worthy meaning to freedom of teaching." The teacher of the future will recognize, with Edward Thring, that education is "a transmission of life through the living to the living," and that he is called upon to give his life for others. The community, in its turn, must know the teacher as a social emissary, and so improve the conditions under which he works as to enable him to pursue his high calling. In plain prose, there must be for the worker a higher wage and smaller classes. If the teacher is to know, as he should, each individual, he must know his home circumstances, and the maximum number in a class should be fixed at thirty, for infants at ten to twelve. To carry out such a reform in its integrity would almost double our education estimates, but Dr. Sadler suggests some possible alleviations. Music and

Eurhythmics may be taught in larger classes. Manchester and Leicester have shown how schools can be profitably duplicated by half-day attendances. For continuation schools, to be organized in trade groups, Dr. Sadler would exact that all employers of labour should be compelled to permit the attendance of employees up to the age of seventeen, as directed by the Local Authority.

A BRIEF summary of Dr. Sadler's conclusions can do but bare justice to a long article that deserves careful study. The reader will naturally compare it with Mr. Temple's Presidential Address.

Desiderata. We are struck by the disparity of treatment. The subject is so vast that the two writers hardly overlap at a single point. With Mr. Temple we have dealt elsewhere, and here we can only note with surprise that the Vice-Chancellor of the Leeds University has no word to say on the University of the future, nor on secondary boarding schools with which, from his semi-official Reports, he has been so intimately connected. On these topics, and in particular on Mr. Temple's glorification of the boarding school as the only perfect ideal, we hope to hear further from Dr. Sadler. Meanwhile, his *obiter dictum* on the four greatest living educational reformers—Kirchensteiner, J. Dewey, Mme Montessori, and Baden-Powell—is likely to provoke lively comment.

THE speakers on Science in Education at the meeting of the British Association must have reminded the audience of those little exhibitions, called "A Happy Family," in which various natural enemies amongst the animal creation are seen living in peace together in the same cage. Here was Mr. J. Talbot, Head

Master of Newcastle Grammar School, a scientist to the backbone, insisting vigorously on the need for the development of the power of literary expression all through the school course. And here was Mr. Hadow, of Armstrong College, classical scholar and doctor of music, expressing his satisfaction that the science men had got the ear of the nation, and Dr. H. B. Gray, founder of the Greek drama at Bradfield, suggesting that one-third of the time now given to games in preparatory schools should be devoted to manual training. Surely, if the lion can thus lie down with the lamb, we need not despair of a permanent treaty of peace between them. But we could not follow Dr. Mary Williams when she declared that science study was the best method of learning to weigh evidence. If she was thinking of the University stage, we should say that the best training in sifting evidence was the study of history in the original authorities; if she was speaking of school work, we should hesitate to say that boys and girls of school age are capable of learning to weigh evidence.

AT the same meeting several speakers pleaded for the introduction of the metric system of money, weights, and measures. The reform is indeed much to be desired, and we believe that the difficulties in the way of it are greatly exaggerated. Instruction in the system is now given in most schools, both elementary and secondary, and could, without much trouble, be given in all. If this were done, whenever the change was made most of the population would already be familiar with the new scheme. The abolition of poles and roods, pints and gallons, avoird-

pois and apothecaries' weight would mean an immense saving in school time, though the year of school life claimed by one enthusiastic speaker is obviously an exaggeration. Nor would the change excite the hostility which has been evoked by the proposal to revolutionize our spelling. Little sentiment gathers round pecks and furlongs and cubic feet. Doubtless the old measures would still linger on in popular usage just as they do in France. Housewives would buy their peas by the pint, men would state their height in feet and inches, anglers who tell tall stories would give the weight of their catches in pounds. It is only in the big world of business that we want the metric system. One speaker mentioned that it had already been adopted in shipbuilding, and we hope that may be taken as an earnest of universal success.

MR. TEMPLE was unquestionably right when he told the British Association that the ideal to be aimed at should be no statutory leaving age, but the education of every boy and girl up to the limit of his capacity. It is a view which we have put forward from time to time in these columns. Mr. Temple, however, did not discuss the question of the proof of capacity for further education which should be required. This is really the crux. The problem of how to award scholarships comes before us in another form. Is it to be left to the schoolmasters and mistresses to say whether a child has reached his limit? The immense difference in the views of teachers on such a point would make this impossible. If there is to be a barrier in the shape of an examination at the end of each year, of what standard should that examination be? If the standard is high, we should have the scholarship system under another name. Yet it could hardly be easy; no one would pretend that the passing of the "Senior Local" could be accepted by the State as a final test. At this rate, indeed, state-provided education would never cease; every pass B.A. would have proved his claim to further training. Sir Henry Craik has been putting the other side of the question forcibly in a popular paper. He reminds us that an education which involves no hard struggle or effort, and does not impart force and grit, is of small value; and he thinks that the poverty and meagre equipment of the Scotch parish school have been of actual value to Scotland, because they have helped to endow her children with an inheritance of impregnable perseverance.

CAN anything about the relative merits of English and German education be inferred from the doings of Englishmen and Germans in the War? There is no lack of hasty deductions, but we find it extremely difficult to follow them. It is not even clear how far German education was responsible for that arrogance and overweening ambition which was certainly a potent factor in producing the War. The excesses of the Germans in Belgium are taken as proof of a perverted education, but we have hardly reached the stage when we can affirm that the English system purges every individual of the spirit of racial hatred. We may, however, fairly claim that, whatever have been our sins in the past, there has always been a saving minority to protest against them, and that this is lacking amongst the Germans may be a result of their highly centralized education. It is pretty plain, too, that in individual daring and enterprise the Briton

can beat the Teuton, and this we may fairly place to the credit of our schools with their games, cadet corps, and scouting. In the conduct of the War our officers have undoubtedly, both in heroism and in self-control, shown themselves superior to the German, and our men without exception have offered themselves as willing sacrifices, but it is difficult to trace the superiority to differences in education.

BUT, even if we could connect the superiority with some element in our school training which German schooling lacks, it would still not be proved that our education is better than German education; only that it is better for the purposes of war. It might still be inferior for the purposes of peace, and, after all, the world has progressed so far that peace is the rule and war is the exception. So we must not be satisfied if the War shows that our schools turn out better fighters. War is a kind of violent electric shock applied to the body politic, and it is not satisfactory if the members of a body are vigorous and earnest only when they are stimulated by a violent shock. War is exciting, peace is dull; and the virtue that blooms only when fostered by excitement is of a lower order than the virtue that flourishes in an atmosphere of dullness. Education is tried in the happy valleys of peace no less than in the furnace of war, and the period of social reconstruction at home and economic rivalry with enemies and neutrals abroad may yet put our schools to a severer test than even the battlefield of the Somme.

THE views on German education above expressed are confirmed by an article in the *Manchester Guardian* on "Currents of Thought in Germany," which we received after it was in print. **The Einheitschule.** Of official opinion the writer has nothing new to tell us, except that the new syllabus for the teaching of history, which came into force last Easter, aims at concentrating the attention of scholars on the last half-century and the glorification of the Hohenzollern dynasty and the reigning Kaiser, who has consolidated and confirmed the unity and domination of the nation. But he goes on to show that all the while there has been an undercurrent of educated opinion, not wholly suppressed by the Government, in favour of the *Einheitschule* first advocated by Prof. Rein of Jena. The children of all classes and all creeds must, till the age of twelve, sit on the same school bench, and after that there must be for every lad of parts a chance to rise—not a ladder, but a highway, *Bahn frei* as opposed to *Bahn leicht*.

THE first Report of the Advisory Council on Scientific and Industrial research is largely tentative. But on one point the Council speak with no uncertain voice. **The Need for Science Students.** The need for an increased number of competent researchers is urgent; the annual number of students who graduate in Science with first or second class honours is only five hundred and thirty, and only a small fraction of these have received any training in research. Nor do we want brilliant leaders only; an army of humble workers is wanted behind them. Effective research calls increasingly "for the systematized drilling of a corps of sappers, working intelligently, but under orders." We have not yet learned how to make use of mediocre ability—a point which Dr. Sadler is continually urging. Research

studentships would be useful, but only on condition that suitable candidates for them are forthcoming, and such candidates will not be found unless the number of science students at the Universities is largely increased. The Consultative Committee, it will be remembered, in its Report on Scholarships, has already expressed the opinion that more scholarships are needed just at present on the scientific and technological sides rather than on the literary sides, and has recommended some large schemes of State assistance.

A BOARDING school in the country for the children of working men sounds like some dreamer's vision, but the devoted ladies of the Caldecott Community, whose work we made a brief reference in our Notes last month, mean that it should be a reality. The parents of twenty of the present pupils—London working men and working women—are prepared to pay the necessary maintenance fees, while Miss Potter and Miss Rendel, the directors of the present school, will carry on the work of the new institution without fee or reward. Even so, however, an income of £800 a year will be needed instead of the present revenue of £450, for it is hoped that the school will have far more than twenty inmates. For this annual sum an appeal has appeared in the press, signed by Lord Lytton, Prof. Nunn, Vice-Chancellor Sadler, and other eminent educationists. The education of the children of town working men in the country, where they will be in touch with rural life, is fraught with endless possibilities of good. Subscriptions and donations should be sent to the Hon. Treasurer, Mrs. A. Maresco Pearson, 25 Cartwright Gardens, W.

WE make it our boast that we do not, like the Germans, make war on innocent civilians, but our treatment of persons of German extraction in our midst seems to show that the boast is not altogether justified. We have recently heard of two particularly bad cases. **Women Victims of the War.** A German lady who has been thirty years in England, and fourteen at a girls' high school, was dismissed from her post in consequence of popular clamour. The Council, we are glad to say, gave her what financial solatium they could. The second case is worse. The lady in question is a British-born subject, the daughter of a German who was naturalized ten years before her birth. She was born in England and educated at an English school. Popular feeling seems to have been excited by the fact that the head mistress's housekeeper was a relative of the German Governor of Belgium. So the assistant mistress was obliged to leave the school. Such cases, we believe, are rare, but they are hard cases indeed. Being British subjects, and not under the faintest suspicion, these ladies cannot be interned. Being of German extraction, they will find it hard to get help from any of the War Charities. The treatment they have received is creditable neither to our chivalry nor to our common sense.

IN these columns last month we contrasted the work of the German Chambers of Commerce for commercial education as seen in the *Handelshochschulen*, initiated by them, and the work of the English Chambers, as seen principally in examinations. The difference between the two in matters of education is indeed remark-

able. If the German man of business finds a gap in the equipment of his youth, he founds institutions and engages teachers to fill it; the Englishman is content to set up an examination. Some localities, however, in England are beginning to take the better way. Bradford, which has always been a strong centre for language teaching, and which has made some progress with the teaching of Russian, is negotiating a scheme for sending a number of English students to study at the Universities of Petrograd and Moscow. The Education Committee is prepared to send ten or fifteen young men, and it is trying to persuade the local Chamber of Commerce to finance at least five more. Such a scheme would do far more for Russian than the institution of prizes and examinations. It is not clear whether the Education Committee's students will be sent with a view of their teaching the language on their return, or whether they will be all commercial students; but we hope that some, at least, will be teachers.

THE scientist, in reading recent utterances of the champions of the humanities, must have felt inclined to cry *Habent*, so anxious do the humanists seem to be to prove that they teach science just as much as the chemists and biologists do. For instance, in the manifesto dealing with humanistic studies, issued by five Associations and published in our last number, we read that "all would agree that 'humanistic' studies should be scientific and 'scientific' studies humane." The same compromise or concordat, as we have pointed out elsewhere, was propounded by Mr. Temple to the British Association. If this were true, it would seem that we are fighting about shadows. But is it true that humanistic studies should be scientific? If all that is meant were that history and literature should be taught in a spirit of accuracy, care, and thoroughness, we should all agree; but the word "scientific" implies much more than this. Scientific study is essentially the study of cause and effect and the investigation of natural law. The humanities are the study of the manifestations of the human spirit in word and act. It is true that these manifestations are determined by natural law, and may even be regarded as the result of natural forces, but it is not that aspect of them that we want boys and girls to consider. There may be such a thing as a scientific study of Shelley, but it is for professors, not for children. The scientific view of history young people can understand but very partially. No good will be done by attempts to obliterate the distinction between humane and scientific studies in schools. The better course is to admit that they are fundamentally different, and that each has its proper place in the training of a human being.

THOSE of us who welcomed the formation of an Educational Science Section (Section L) as part of the British Association may be pardoned for feeling some slight disappointment with the reports of this year's meeting. Instead of a scientific treatment of the various questions we have a collection of views and opinions. There is nothing which approaches in interest and value the Report on Eyesight and Printers' Type of a few years ago. That report was welcomed and was largely noted by publishers of school textbooks, with the result that there has been a marked improvement in the type

used. Compared with work of this kind, the mere expression of views and opinions is of trifling importance. Nor do we feel that a collection of children's essays affords much material for valid conclusions in psychology. Many tests of a more truly scientific character might be suggested. An investigation into the effects of various forms of physical training would be useful. It is true that psychological tests are difficult to apply, but the Educational Science Section must undertake them to justify its title.

WE learn that the Council of Bedford College has reconsidered its position in regard to Dr. Thomas, late Head of the Botanical Department. The resolution to which we referred in our last issue has been rescinded in favour of one which gives reasons for the proposed reconstitution of the Department. In addition, Dr. Thomas is to receive compensation in money, and an official testimonial setting forth the high opinion which the Council holds in regard to her organizing ability and teaching skill. This result of the Council's second thoughts is understood to be satisfactory to Dr. Thomas, who is chiefly concerned; but we hope that the incident will be noted by other governing bodies, and that a working rule may be firmly established that teachers shall not be asked to resign or refused reappointment except on grounds stated. In particular ought the practice of annual reappointment to be restricted to junior posts, and in all cases it should operate only during the first three years of tenure. It is evident that, if a teacher has done satisfactory work during this probationary period, nothing is gained by continuing the formality of annual reappointment.

LOCAL AUTHORITIES.

THE Departmental Committee now considering the question of educational changes and developments after the War, might obtain some useful information by requesting the various Local Authorities to formulate suggestions. Local Authorities have now had about fourteen years' experience, and that period has been as significant, and in some respects more productive, than the decade which followed the Act of 1870. Elementary schools have been overhauled, and some attention paid to the physical condition of the children attending them; the training of teachers has been revolutionized; and in the field of secondary education remarkable progress has been made. The authorities have been chiefly concerned, no doubt, with the machinery of administration rather than with the "contents of education," and they have been obliged to follow, willingly or unwillingly, lines of general policy laid down for them by a benevolent Government Department.

WHILE, however, Local Authorities have not enjoyed the freedom which the Education Act of 1902 was supposed to confer upon them, it must have been impossible for them to carry out the routine of administration, or apply the numerous regulations of the Board of Education, without forming certain opinions. An Education Committee, as a rule, may be said to represent various interests in the area for which it acts. It is provided, in most of the schemes constituting a committee, that University education, the secondary education of boys and girls, technical instruction, commercial and industrial education (having regard to the special industries of a county), the training of teachers, and elementary education in council and voluntary schools, shall always be represented either

among the members appointed from a county council, or among members appointed from outside the council. It would be very surprising, therefore, if those bodies in close touch with educational administration, and also with the industries and lives of the people, in various parts of the country, could not fruitfully consider the reforms, if any, required in the educational system, and make some useful suggestions to the Departmental Committee.

It would add very considerably to the value of any suggestions which a Local Education Authority might make if the Departmental Committee indicated the main points upon which discussion was invited.

It would be interesting, for instance, to know whether Local Authorities throughout the country are generally in favour of raising the age of compulsory school attendance to six years; whether, under suitable conditions, a system of compulsory half-time school attendance between the ages of thirteen and fifteen or fourteen and sixteen would be advisable; whether there is any considerable body of opinion in favour of examinations—not for financial but for educational purposes—for the older scholars in elementary schools; the directions in which employers of labour should be compelled to co-operate with educational institutions and so on. Even if the Departmental Committee obtained no assistance from the discussions of the Local Authorities, the discussions themselves would do good and prepare the way for progressive changes.

IF any justification is required for the Education (Administrative Provisions) Act of 1907, which inaugurated the medical inspection of children attending elementary schools, it will be found in the Annual Report of the Chief Medical Officer of the Board of Education. Eight years' work, he says, has brought to light a large mass of physical defect and disease, varied in character and widespread—most of it preventable. Sir George Newman puts forward two general conclusions. First, not less than a quarter of a million children of school age are seriously crippled, invalided, or disabled; not less than a million children of school age are so physically or mentally defective, or diseased, as to be unable to derive reasonable benefit from the education which the State provides. Thus, apart from the suffering, disease, and premature death entailed, the State, from a financial point of view, is not getting adequate return, on physical grounds alone, for a substantial part of its expenditure on elementary education.

HERE is a more encouraging reflection. No one, says Sir George Newman, can study the workings of this new piece of national machinery without being impressed with its far-reaching effect. There is a direct physical effect. Hundreds of thousands of children have found relief, and their feet are to-day set on the high road of recovery to health and strength. They ought, with reasonable fortune, to grow up strong men and women, the healthy parents of healthy offspring. There is also an indirect effect not less significant. School medical work has taught us that each defective or ailing child must be handled as an individual. The school medical service has given a new understanding of the child as an individual which cannot, in the future, fail to affect the whole scheme of its education. "Reading, writing, and arithmetic are, it is true, the tools of the child's intellectual education; they should not, however, be taught in such a way, or under such conditions, as to injure the child in the process. It is the child and not his acquired accomplishments which is of primary value to the nation."

IT is satisfactory to realize that a beginning has been made in the recognition of a responsibility, neglected for thirty years, of ascertaining whether the child compelled to attend school is in a physical condition to be educated. But it is only a beginning. The late President of the Board of Education, when he introduced the Estimates, stated that the provision made by Parliament for education in 1914-15 was just over £15,000,000. The grant for school medical service in the same year amounted to £192,414. It is obviously inadequate, and ought to be largely increased if Local Authorities are to be placed in a position to make adequate arrangements for following up and efficiently treating defective children. This question of the physical condition and care of children, and the adaptation of the educational system to their limitations, must form an important branch of the inquiry now being made by the Departmental Committee, and it cannot be supposed that Sir George Newman's conclusions will be disregarded.

SCIENCE NOTES.

The Art of Popular Lecturing. THE Council of the British Association received from the Organizing Committee of the Educational Section a recommendation that efforts should be made to revive popular scientific lectures. A Committee was appointed, and has collected useful information. We hope that practical measures may result in an increase of what we may term the serious popular lectures. In many respects the discourse which Prof. Bone gave at Newcastle on "Flameless Combustion" exhibited the characteristics which such lectures should have. He told how the practical need of some device to save lives in coal mines led to the early researches of Davy and Stephenson. The superiority of Davy's work lay mainly in its more philosophic aim, resulting in a theory capable of further development as well as in an immediately useful safety-lamp. Prof. Bone illustrated by striking experiments how recent advances have been made, and thus led his audience to new applications of scientific knowledge to industry on a large scale.

Philosophy and Utility. EVEN the cursory account just given shows how the subject of the discourse brought in the human interest in life-saving, the biographical interest in discovery, the value of theory and experiment in enlarging our knowledge and control of our environment, and the valuable application to industry resulting from a side-branch of the investigation. The whole lecture was an object lesson in the methods and aims of science, and in the interdependence of utilitarian and philosophical progress.

The Science Committee. IN announcing the appointment of Science and Modern Languages Committees, Mr. Henderson stated that the Government regarded these as expert. This description is undoubtedly warranted as regards University education in science; but is it true for schools? The terms of reference explicitly include science in secondary schools, yet the list of members does not include a single person of either sex who is a present day teacher of science in secondary schools. Doubtless the committee will receive evidence and suggestions from experienced science masters and science mistresses; but the fact that they are not directly represented weakens the claim of the Government to regard the committee as "expert," and the admirable character of the personnel in other respects does not alter this fact.

The Royal Society. WE understand that the Royal Society is considering a memorandum on school science. The Council or Committee which will be responsible for the forthcoming report, to which the memorandum is preliminary, does not include any present teachers in schools, and we believe has only one ex-schoolmaster. Once more school teachers are to be taught their business by people who know little of schools and less of schoolboys and schoolgirls. The report may be wisely confined to main principles, or it may propose a detailed and probably impossible program—in either case it will have behind it the authority and prestige of the premier learned society.

The British Association. THE Newcastle meeting did not produce any startling scientific discovery, and the attendance was about half what it would have been in peace. Nevertheless the success of the meeting was never in doubt. Useful discussions took place in every section, all meetings were businesslike, the record of work done during the preceding year by various committees was larger than could have been anticipated. Local hospitality was most kind, and a quiet sociability pervaded the meeting. The inaugural address of Sir Arthur Evans deserves to be widely read; his account of the Egyptian, Babylonian, and Cretan roots of European civilization would doubtless have attracted much attention had not the War prevented adequate press notices. The President-Elect for next year is Sir C. A. Parsons, and Bournemouth is to be the place of meeting.

Useful Optics. IN the course of an address given several years ago to the Teachers' Guild, Sir Oliver Lodge urged that every study undertaken in school should be pursued to a useful point. Few school courses in optics would stand criticism from this standpoint. Among gaps in the course would probably be found most of the properties which determine the construction or choice of field-glasses, opera-glasses, microscope lenses. Nor is the omission of the utilitarian side com-

pensated by a sound knowledge of elementary principles. It is quite usual for examination candidates to describe rays of light as proceeding from the eye to form the image. Perhaps it would make for clearer teaching if "projected" and "visual" were substituted for "real" and "virtual" in the description of images.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

Of Pronunciation. WHEN a proposal was made to bring French spelling into accord with French pronunciation, the Academy settled the matter quickly by asking—"With whose?" Not only is French spoken in Languedoc otherwise than in Touraine, but no two individual speakers of French agree in all their sounds. Similarly, the much abused "American accent," which means pronunciation, does not exist. During a discussion in the United States over a scholar's assertion that the only standard of English pronunciation was that prescribed in the Oxford Dictionary a prominent Chicago educator exclaimed: "I don't talk English; I talk American. We shall continue to teach the American pronunciation in Chicago schools." He has been taken to task in his own country and asked what the American pronunciation is. The Bostonian uses a rich, broad *a*, the Chicagoan a flat *a*. Is *r* to be uttered with the multiple whirr that it receives from the tongue of the Middle Westerner, or as the modified liquid that issues from the mouth of the New Yorker? Is it American to pronounce "floor" *flo* and "door" *do* as in Georgia, or "Mary" in the fashion of the Missourian, who makes the name sound like *marry*? The New Englander puts the accent of "idea" and "museum" on the penult, as we do; your true Westerner transfers it to the antepenult. Now which of the two has the right to determine American usage? The truth is that American, which the prominent Chicago educator was resolved to speak, no more exists as a spoken language than does German. Our war correspondents seem to be at home in every dialect of German; we, for our part, often wonder how the German soldiers understand each other. A conversation between an East Prussian peasant and a Black Forester, let us say from Nordstetten (Auerbach's birthplace), would be a strange thing to hear; for, while it has often been proposed to obliterate dialect, Germans in practice follow the blunt rule: "Es soll jedermann sprechen, wie der Schnabel ihm gewachsen ist." As for the "American accent" with which it has been customary to reproach visitors from the United States, let us hear no more of it.

Playgrounds at New York. New York claims to have devised for her children a new system of physical training, and she is proud of her playgrounds. In 1888 an Act for incorporating Societies providing for Parks and Playgrounds was passed. In 1891 experimental playgrounds were opened at Second Avenue, 90th to 91st Streets; and, four years later, the important Act which requires outdoor playgrounds in connexion with all new school buildings chartered the air for the young. Mayor Strong, in 1897, appointed a small Parks Commission, which recommended thirteen sites for playgrounds, one in every park. Next year the Board of Education took up the work of provision. From this time playgrounds and open-air gymnasiums multiplied, whilst kindergartners or trained gymnasts inspired and supervised proper exercises. In December 1908 the City Playground League was organized—with statutes, standing committees, and expert advisers. An article in the New England *Journal of Education* (LXXXIV, 2) exhibits the beneficent activity of this Society. To the illiterate British mother the playground is an enclosed space in which her children get dirty; to the City Playground League it is "a place set apart for spontaneous activity, where the child may express his individuality under trained supervision." Pictures and the press unite in persuading us that England has something to learn from New York and from other cities in the United States as to the use of the educative playground.

The War and Education. The *Educational Review* (LII, 2) prints William Archer's address on "Knowledge and Character," delivered at the Annual Meeting of the Moral Education League, London, February 6, 1914. It is an honour to have the paper recalled after so long a time; for moral addresses are wont to float swiftly under the bridges. In the *Educational Review* there is, further, a note on "The War and its Pedagogic Opportunities." It appears that, during the past year,

out of one hundred and nine towns eighty-seven were teaching the War and twenty-two were not. In some schools a separate period was given daily to a study of all the ascertainable facts; in others the events of the War were touched on during the history and geography lessons. We hope the American teachers related to their pupils that, whilst in June 1915 the Germans were settling the amount of the indemnity that Britain would pay, in June 1916 they were discussing the best way of making their clothes out of nettles. The writer of the note in question holds that to neglect so great an opportunity as the teaching of the present War affords were a pedagogic crime; but, as he seems to think that, when a murder is committed, the murderer and the murdered are both criminals, he can hardly be accounted an authority on crimes.

The National Education Association held its fifty-fourth Annual Meeting in the City of New York, July 1-8. It is stated that the enrolment was about 30,000.

The N.E.A. For next year the place of assembly proposed—the final decision rests with an executive committee—is Asbury Park, Portland, Oregon; and the president elected is Dr. Robert J. Aley, President of the University of Maine. Upon the events and products of this year's meeting we may discourse at a later time.

FRANCE.

Hitherto for the carrying on of the work of Continuation France has been accustomed to rely mainly on the voluntary efforts of her primary teachers. A list of rewards to men and women teachers for instructing adults and taking part in work supplementary to that of the school appears in the *Bulletin administratif du Ministère de l'Instruction publique*, No. 2235. Silver-gilt medals, silver medals, bronze medals, books, money prizes—the State does well in bestowing these recognitions of service rendered. But in France and in England, if we are to compete industrially with the Germans, there must be a change after the War, and for voluntary teachers and voluntary pupils we must have an organized system of obligatory Continuation. That for boys and girls who have left the primary school. And experts in France and England know of what vast importance is the proposed extra year in the primary school, with vocational guidance and generalized vocational instruction. We read of inquiries in England into the teaching of science, of modern languages, and so forth. There is no sign that our Board of Education has any real grip on the problems of Continuation.

CAPE OF GOOD HOPE.

Measures to give effect to the Education (Language) Ordinance or *Onerwijs (Taal) Ordonnantie* (if we, too, must be bilingual) of 1912 are reported. At a recent sitting of the Provincial Council it was decided

Towards Bilingualism. to appoint organizers for the purpose of assisting School Boards in the application of the Ordinance, and four have now been nominated, two to visit the Eastern, two for the Western, part of the Province. An itinerary will indicate to each Board when the intended visit of the organizers, whom the circuit inspector is to accompany, will take place, and a meeting between them and the teachers is to be arranged. Furthermore, a Lower Bilingual Certificate (*Lager Tweetalig Diploma*), in the first instance, is offered to teachers, and examiners will proceed to the various Districts of the Province in order to subject candidates to a simple test. It is deemed advisable that this examination should be taken by all teachers; but those whose professional certificate shows that they have already been examined in teaching through either Dutch or English are exempted from a further test in that language. A Cape Inspector points out the importance of having the same grammatical terminology for English and Dutch.

ORANGE FREE STATE PROVINCE.

Of the Teachers. The latest Report on education in the Province relates to the period of storm and stress, December 31, 1912–March 31, 1916; yet educational progress is recorded in it. Justly does the Director lay down that education is a supremely valuable instrument of national unification, which should be left to do its work, immune from racial and political influences. To see how it has been working we look first at the teachers, of whom there were in the service of the Department 425 (293 men and 132 women) more at the end of 1915 than at the end of 1912. They were better paid as well as more numerous. The Normal Training College made great strides during

the triennium under review. Since the School Act calls for bilingual teachers, students are not now admitted to a regular Teachers' Course unless they hold qualifications both in English and in Dutch, and can follow instruction in either language. When the Rebellion of October 1914 broke out, the Education Department endeavoured by means of a circular to keep the teachers at their posts. To many the admonition came too late, and they joined the insurgents. As a consequence, seventy-nine were suspended from their duties, and only twelve have been reinstated.

Of Education generally. The total number of children attending the public and aided schools of the Province on December 31, 1912, was 25,391; by December 31, 1915, it had risen to 30,846. But the Education Department is

aware that much remains to be done before educational facilities are provided for every child of school age. In the three years 105 new schools arose. A Special Commission has been considering the means of relating education to practical life. As to religious instruction, the Department is hostile to all attempts to drag the subject into the region of controversy. In the domain of secondary education continued progress is announced. Native education costs the Province £4,000 a year, and native schools are attended by a growing number of children.

Some Defects. The Director of Education indicates defects and failures as well as signs of progress. It has not been possible, for lack of funds, to appoint either a Woodwork Inspector or a Medical Inspector of Schools.

The same cause has delayed a Conference of School Boards. The practice of summarily closing schools upon the outbreak of some mild form of sickness is to be deprecated. The general impression that the Report leaves is that of hopeful effort in a vast and stubborn field.

INDIA.

According to *Indian Education* (XIV, 12), schoolmasters complain from time to time of the conditions of their work—that the classrooms are too small, the classes too large; that the books in use are unsuitable; that useless lumber and broken apparatus are not removed from the schools. Teachers at home have been known to make similar laments. More serious is the grievance of the Indian boy, to whom the avenues of promotion are closed if he does not know English, whilst the schools do not teach English up to a serviceable standard. Hence the rush to Matriculation and a University training that lasts until the student is twenty-two years of age. The education that has been provided for India has hitherto been, in too large a proportion, literary. An application of the principles of Vocationalism and much vernacular instruction in the practical sciences—should not India have these things as a reward for her recent services?

What India wants. Technical education is, above all things, what India needs and desires. Thus one of the objects of the All-India Hindu Sabha is the promotion of technical and commercial enterprise, and, to collect relevant information, it has issued a circular containing a number of questions relating to the technical and commercial education of the Hindus. An Indian Polytechnic has been established at Kangur-gachi Maniktolla Road, Calcutta. Again, a vast development of agricultural education is urgently required if the economic welfare of India is to be secured. Whether the time has come for a general system of free and compulsory primary education throughout India—Baroda already has compulsion—that is a question to be answered not by *doctrinaires* in England, but by Indian experts after a close study of the whole situation and, in particular, of the cost. India might groan when she came to foot the bill. For the present we must be content to report a growing, but by no means unanimous, demand for compulsion.

European Ignorance of Things Indian. The Editor of *Indian Education* (XV, 1) complains of the general ignorance of India that prevails in Europe. Let us quote his pungent words. "That great reconstructor of all things mortal, Mr. H. G. Wells, has been recommending that the British Universities should start chairs of 'Hindostani' to keep our young generation in touch with India. Presumably he thinks Hindostani is the language of India. It seems to be a fixed dispensation of providence that the wisest men should always talk nonsense about India. The other day we were reading a play of Sudermann, the foremost of recent German writers—and Germans are accurate people—behold, he refers to the many-armed and many-legged divinities of India. So Mr. Wells is in good company and no doubt his words will pass for the far-sighted wisdom of a broad and sympathetic Imperialism."

IN WOOD WAYS.

NO human sound breaks in upon the live stillness of the August afternoon; but the lonely place is filled with presences. The peaceful gurgle of the brook among dark-mossed boulders, and the fuller rush of the little waterfall further down the hollow, entirely take the ear, until another world of sound is distinguished—a many-toned and murmuring world of creeping things and flying things innumerable; then the voices of the water are there in the background, soothing and abiding, like eternity.

The fresh springs and "full-flowing rivers" of song heard earlier in the year, have lessened into lazy tricklings and desultory droppings of melody, into tiny contented ripples of music; instead of the haunting note of the blackbird, passion-full, I hear the minor plaintiveness of the yellowhammer's broken beat, the warm air is stirred with tweet and twitter and chirrup from among the bushes, the stillness is alive with wings. There is a sudden dart of azure flight, and a great dragon-fly hangs a-quiver, while I scarcely breathe; the big bee gives me a comfortable glint of orange back as he plunges into a clump of ragwort. I see the flirt of a tiny russet tail, and a little warbling hop o' my thumb flits daintily in and out among the bushes that edge the stream. Only the old mill—half in ruins—whose name was known a hundred, fifty, years ago, is at rest. Its day is done. The great wheel throbs no more.

The dahlias in the farmhouse garden give me a glowing welcome, but in autumnal tones that subdue a little while they please. I am delighted with the soft browns and buffs of the well-fed fowls who wander on to the grass plot from here and there; but their table manners are shocking, and they are ungainly creatures when they run greedily after crumbs; besides, they are far from restful—with their nervous jerky movements they are like a fussy overworked female. I like better to watch the cows in the meadow beyond.

As afternoon grows late, the pine woods allure with their religious solitude. I can think of no more fitting place for summer vespers; and to see the sunset, fiery red, behind the forest of dark straight stems is to go a-Sundaying with God. Trees! I have seen this very day a beech, whose smooth and shapely trunk, green-spotted with lichen, might well have been a column of some rustic temple; while of others the sturdy enormous girth could be compared to nothing but the British Constitution. And to lie under an oak-tree, looking up at its home of greenery when the sun is hot, is one way of proving that life is really a pleasant thing, and our earth a goodly heritage. Under the yew-tree's shade, in spite of churchyard suggestions, I feel old deities near and breathe the fragrance of old romance. The rugged elm is like a loyal time-tried friend. And who has not seen the wild wood-maiden's tresses drooping from the silver birch?

Though it is August, the "summer-time" evening is long, and I sit on the forest hillside deep in bracken, and drink my fill of the purple heather's purity of colour seen in the clear warm light. The gorse is scarce now. Look at it on the common or hillside at June's hot midday under the blue of a June sky, and you see one of God's own sights.

I would have my home always near running water or "the peace of lakes" among lonely hills. And the voices of hidden streams and tiny waterfalls haunt me as I climb down the prickly slopes and cross some fields to take the honeysuckled lanes.

The light is paling, and thatched roofs and rambling roses and hollyhocks greet me with the sense of home; but I stay to watch the black and white magic of the swallows' darting flight about the eaves. . . . The swallow is of all times and for all time. He brings with him the ages, their deathless loves and everlasting songs. . . .

A dusty road, winding white between dark trees, leads down towards home. The rose-flushed west is dying into amethyst, a young slip of moon hanging in the southern sky gleams silver through the fir-trees. The evening moth is a-dance on the scented air. "Oh, world as God has made it."

From the camp on the common comes the bold compelling note of the bugle-call. Then I remember that a company of the Royal —shires are leaving early to-morrow morning for the Front.

* * * * *

It rained heavily during the night. This morning the sky is grey with broken clouds, but the air is fresh and sweet, and from the clump of trees which corner off my garden a continual rain of music drops. Now and again a russet-throated warbler darts into view, and, perched on fence or red roof-edge, gives me a round of song all for myself, and a minute's cheer from his gay presence. Little Redbreast, you will not be far away from me now, while the days get shorter and the air keener, until, when the world of wood and hedgerow is almost bare, and smoke goes up from the stubble-field, and life is hidden within dark tree and under darker earth, you will perch on naked bough or solitary evergreen, and ripple to us ever as the light fades and the sun hangs his low red round; and I shall be content, like you, with the gathering shadows, and look back not over-much on the white dancing hours of spring and the blue summer noons. . . .

Is there anything so wonderful in God's world as our western year with its orderly procession of times, the changing pageantry of sky and earth, and the attendant creatures ministering with responsive voice! And lo! almost before the one season has time to gather up her train for noiseless passing, our hearts and eyes are given to the new-comer, yet not ungrateful to the memory of her whose back is turned.

"Thou hast thy music too," we say to misty autumn; and the voice of winter is not merely harsh and loud. And if our thoughts cannot dance with the butterflies' wings, they may glow by the hearth of Yule.

* * * * *

I can never apply our moral standard to the birds; and when wise people tell me of the greed of this one and the cruelty of that, of the quarrelsome nature of the one species and the thieving propensities of the other, I pay no more heed than I do to those who would pull me a flower to pieces and discuss its anatomy in learned terms. But I really cannot forgive you, my starlings, beautiful creatures as you are, for this deed of rapine, done beneath my very window and under my very eyes.

A few days ago the rowan-tree in the garden was a goodly sight with russet clusters that soon would glow in autumn scarlet. Now the tree stands bare—bereft of fruit, with only headless tufts to mark where once the berried clusters shone. Search the branches high and low, you would not find a single fruit overlooked by the greedy plunderers. All day long they flew in and out, chattering, scolding, gloating over their sweet and stolen feast. And they not even to wait till the fruit was ripe! And so much colour robbed from my landscape! I wonder, will Nature take amends from one of her kind on behalf of another kind? And, oh, why cannot I invoke the shade of William Wordsworth to send down to ill fame these "snatching songsters," "ethereal pilferers" (as he would call them), in a set of philosophic verses? A. D. S.

MESSRS. JARROLD & SONS are publishing immediately a pamphlet by Sir Dyce Duckworth, Bart., M.B., F.R.C.P., under the title of *Women's Place in the World*. It is a report of his address delivered before the Women's Diocesan Association, and is issued in pamphlet form by special request. At the present time, when thousands of women are undertaking work hitherto done by men, Sir Dyce Duckworth's outspoken opinions open up a controversy which is interesting in all its bearings. The published price is 1s. 6d. net.

THE following pupils of the Uplands School (Church Education Corporation), St. Leonards-on-Sea, have passed the London University Senior School Certificates with Matriculation exemption:—G. Chesshire, with distinction in History and French Oral; B. Mackenzie, with distinction in Latin and French (written and oral); R. McNeile, with distinction in English and French Oral; C. Meade, with distinction in History; W. Nicholson, with distinction in Mathematics and English. In the Senior Oxford Local Examination the results were: Third Class Honours—G. Poole; Pass—M. Abell, K. Hill, D. Tugwell.

OBITUARY.

FRANCIS WARRE CORNISH.

ALL Etonians and a wide circle of intimate friends will grieve at the death of the late Vice-Provost on the last Monday of August. For nearly sixty years Eton had been his home. Elected on the foundation in 1853, he gained the Newcastle Scholarship in 1857, and proceeded in due course to King's College. At Cambridge he carried off the Battie University Scholarship, and graduated as third in the Classical Tripos of 1861, the year when Abbott, afterwards Head Master of the City of London School, was senior; G. O. Trevelyan, second; his fellow Kingsman, Austin Leigh, fourth; and Douglas Richmond, fifth Classic. The same year he was appointed by Hawtreys to an Eton Mastership, which he held for thirty-two years, when he succeeded Wilder as Vice-Provost and College Librarian. By reason of years and failing health he resigned this post last April, and died at a house in the neighbourhood lent him by an old friend.

Of a singularly gentle and lovable nature, he had many friends and no enemies. In politics, domestic or educational, his voice was never heard, and he will be better remembered as a writer than as a schoolmaster. Thus, though he retained his close friendship with Mr. Oscar Browning, he took no part in the stormy quarrel which led to the latter's dismissal in 1875. He was an original member of the U.U., a club well known to our readers, and an occasional contributor to the *Journal*. His quiet humour and playful satire were conspicuous at these symposia of public-school masters.

Of his multifarious writings some account may be found in the appreciative *Times* obituary, but his *Concise Dictionary of Greek and Roman Antiquities* deserves a word of praise, and one of the latest and most characteristic, *Jane Austen in "English Men of Letters,"* is not mentioned. He there acknowledges the inspiration that he drew from the domestic circle, and his daughters in particular. Never, in spite of differences of creed, was there a more devotedly attached or mutually dependent family. The death of his eldest son Francis, a young man of great promise, was a blow from which he never wholly recovered. His novels, *Sunningwell* and *Darwell Stories*, were reminiscences of boyish days when his father was rector of a Somerset parish, and afterwards of Bakewell. Somerset was his favourite county, where he had hoped to end his days. Another work deserves notice as a record of the inner life of Eton—*The Letters and Reviews of William Cory* (the author of *Ionica*), edited for subscribers.

Though partly paralysed he retained his mental powers to the end, and he might have written as his last word Arnold's favourite sentence—*ἐχθίστη ὁδὸν πολλὰ φρονέοντα μηδενὸς κρατεῖν*.

ALBERT WILHELM SCHÜDDEKOPF.

We chronicle with deep regret the death at Harrogate, where he had lived after his retirement, in his fifty-fifth year, of Dr. Schüddekopf, born at Göttingen, and educated there. He came to England, 1887, with a brilliant reputation as a linguist, and after a year's teaching in the Newark Grammar School, was appointed Professor in German at Bedford College, London. After two years in London, he went as Lecturer in the Yorkshire College, and seven years later, when the College became the University of Leeds, he was appointed Professor of the German Language and Literature, a post which he held till his retirement in 1914. From the first he took kindly to English life and habits, and was a leading member of the Modern Language Association. His only son joined the Forces, as one of Kitchener's army. The Professor's name appeared among the contributors to the series of "Idola Pulpitorum," and when, in 1914, the War broke out, he expressed his deep regret at not

fulfilling his engagement. He had much to say that needed to be said, but, after consulting friends, he was convinced that this had better come from a born Englishman. "So far," he wrote to the editor, "we have been treated with the utmost kindness and even affection, but we feel the strain keenly, and the newspapers—some of them at least—are not generous." Last year he joined with others of his naturalized compatriots in a public expression of his loyalty to this country.

A colleague writes the following short appreciation of the late Prof. Schüddekopf's work:—

For more than thirty years Prof. Schüddekopf was the most distinguished representative of German studies in Leeds and in that large part of Yorkshire which is served by the University of Leeds. He was one of a group of men who brought into the English Universities some of the ideals of the German. He and his fellow-workers have rendered to English culture a service, different, indeed, in its method and scientific range, but comparable in historical significance to that which the emigrants at the time of the Revolution rendered to England at an earlier date in the study of the French language. Like them, they have been not only teachers of a foreign tongue, but representatives of a foreign culture.

Prof. Schüddekopf took an active part in University affairs. He was an admirable chairman—just, genial, and well-prepared. For many years the Northern Universities Joint Matriculation Board had his active co-operation. As external examiner in German, he visited many other Universities, and was one of the links which bind their work together. In University Extension teaching he found from time to time further scope for his energies. No one did more towards making Yorkshire people understand the many-sided activity of the new German Empire and the significance of its institutions. He built his hopes upon a permanent friendship between Germany and Great Britain. He appreciated the good and the weak points alike of German and English life and culture. He knew that each country had much to learn from the other. He hoped that there would be some kind of synthesis of their different excellences. The War, for the time, shattered his hopes. The tragedy of it killed him. M.E.S.

GEORGE TOWNSEND WARNER.

By the somewhat sudden death of Mr. G. T. Warner in his fifty-second year Harrow loses one of its most distinguished and popular masters. The son and grandson of Harrovians, he passed himself from Harrow with a scholarship to Jesus College, Cambridge; was senior in the Historical Tripos of 1887, and as a B.A. gained the Lighfoot Scholarship and the first awarded Whewell Scholarship in International Law. In 1890 he was elected Historical Fellow of his College, and the next year joined the Harrow staff. As a writer he first attracted notice by *Landmarks in English Industrial History*, and in 1898 became joint editor of *Harrow School*. In 1903 he was appointed, by Dr. Wood, Master of the Modern School. To the growth and prosperity of the modern side under his guidance and teaching abundant testimony comes not only from his pupils but from the present Head Master. In his originality and independence as a teacher he rivalled his predecessor in the post, Edward Bowen, and he added a power of organization. Unlike Bowen, he was given by his chief a free hand, and he used it warily and with discretion. At the time of his death he had undertaken an historical work for the Foreign Office, and we may say without exaggeration that we deplore a national loss.

EDWARD DANIEL STONE.

We regret to announce the death of the Rev. E. D. Stone, a veteran Eton Master. He entered Eton as a King's Scholar the school. In 1851 he proceeded with a scholarship to King's in 1845, where he won the Newcastle and became captain of College, returning to Eton as an assistant master in 1857. After twenty-seven years of strenuous work as a tutor and house master he resigned to start a private school near Broadstairs, retiring after eleven years to a life of studious ease. He died at Radley, where his son is an assistant master, in his eighty-fourth year. To the world of scholars he was best known by his compositions, original and translations, in Latin and Greek verse. In the weekly Prize Translations of the *Westminster Gazette* for some years he took the lion's share.

Important Announcement

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BOOKS OF THE MONTH.

Biography.

Heroes of All Time.—The Story of The Buddha, by Edith Holland; Queen Elizabeth, by Beatrice Marshall; Warwick, the King-Maker, by René Francis, B.A. *Harra*p, 1s. 3d. each.

Classics.

Tacitus: The Germania. With Introduction and Notes by Duane Reed Stuart. *Macmillan*, 3s. net.
A Classical Dictionary of Greek and Roman Antiquities. By H. B. Walters, M.A., F.S.A. *Cambridge University Press*, 21s. net.

Educational Theory.

How the French Boy learns to Write: A Study in the Teaching of a Mother Tongue. By Rollo Walter Brown, A.M., Litt.B. *Humphrey Milford*, 5s. 6d. net.
The Science of Peace: A Study of Educational Causes and Effects specially addressed to Woman as the Directress of the Life Forces. By Stanley De Brath. *Allen & Unwin*, 4s. 6d. net.
Supervised Study: A Discussion of the Study Lesson in High School. By Alfred Lawrence Hall-Quest. *Macmillan*, 5s. 6d. net.

English.

The Carmelite Shakespeare.—(1) The Tempest. By D. M. Macardle, B.A. (2) Macbeth. By C. L. Thomson. *Horace Marshall*, 10d. each.
How to Summarize, Expand, or Recast Extracts in Prose and Verse. By J. C. Nesfield. *Macmillan*, 2s.
Matthew Arnold: Sohrab and Rustum. Edited by W. J. Cunningham Pike. With Life of Poet by A. T. Quiller-Couch. *Oxford University Press*, 1s.
Dickens: David Copperfield. Edited, with Introduction and Notes, by E. Kibblewhite. *Clarendon Press*, 2s. 6d. net.
The Granta Shakespeare.—Much Ado About Nothing. Edited by J. H. Lobban. *Cambridge University Press*, 1s. net.

Fiction.

The Brow of Courage: Nine Short Stories. By Gertrude Bone. *Duckworth*, 2s. 6d. net.
The Side of the Angels. By Basil King. *Methuen*, 5s. net.
"1914." By John Oxenham. *Methuen*, 5s. net.

French.

Oxford French Plain Texts.—L'Armée Française sur le Front, 1914-1915 (Edition Autorisée). By Franc-Nohain and Paul Delay. Selected and edited by G. H. Clarke, M.A. *Clarendon Press*, 6d. net.

Geography.

Special Improved Plan, proving distance of Sun (scale, 250 miles to $\frac{1}{4}$ th inch). By E. E. Middleton. From *The Author* (St. Matthew's Gardens, St. Leonards-on-Sea), 1s. 6d.
Provincial Geographies of India.—The Panjab, North-West Frontier Province, and Kashmir. By Sir James Douie, M.A., K.C.S.I. *Cambridge University Press*, 6s. net.

Geology.

Cambridge Geological Series.—Agricultural Geology. By R. H. Rastall, M.A. *Cambridge University Press*, 10s. 6d. net.

History.

The National History of France Series.—The French Revolution. By Louis Madelin (translation from the French). *Heinemann*, 7s. 6d. net.
The Story of the Indian Mutiny. By Henry Gilbert. *Harra*p, 5s. net.
Introduction to the History of England. By Eugène Hasluck. *Black*, 2s. 6d.
Black's History Pictures.—The Early Georges. Selected and edited by G. H. Reed, M.A. *Black*, 1s.
Europe in the Nineteenth Century: An Outline History. By E. Lipson, M.A. *Black*, 4s. 6d. net.

Leaflets.

Board of Agriculture and Fisheries.—Special Leaflet 46: The Use of Sulphate of Ammonia for Wheat. Leaflet 307: The Wood Pigeon (*Columba palumbus*). *Secretary*.

Maps & Diagrams.

Map of British Battle Front, 30 by 20 inches. *Bacon*, 6d.
War Map of Europe: Embracing all the Countries involved. *Bacon*, 6d. net.

Mathematics.

Modern Mathematical Series.—The Elements of Non-Euclidean Plane Geometry and Trigonometry. By H. S. Carslaw, Sc.D., D.Sc. *Longmans*, 5s. net.
Mathematical Papers: for admission into the Royal Military Academy and the Royal Military College. February-June, 1916. Edited by R. M. Milne, M.A. *Macmillan*, 1s. net.
Cambridge Tracts in Mathematics and Mathematical Physics.—No. 19: The Algebraic Theory of Modular Systems. By F. S. Macaulay, M.A., D.Sc. *Cambridge University Press*, 4s. 6d. net.
A Treatise on the Circle and the Sphere. By Julian Lowell Coolidge, Ph.D. *Clarendon Press*, 21s. net.

Miscellaneous.

Highways and Byways in Galloway and Carrick. By the Rev. C. H. Dick. Illustrations by Hugh Thomson. *Macmillan*, 6s. net.
The Armorial Bearings of Kingston-upon-Hull. By Joseph H. Hirst, M.S.A., M.S.R.A. *Brown*, 3s. 6d. net.
The Meeting at the Gate: A Christmas Interlude. By A. M. Buckton. *Stock*, 3d.
Memories of the Fatherland. By Anne Topham. *Methuen*, 10s. 6d. net.
An Englishman's Farewell to his Church. *Mills & Boon*, 1s. net.
Our Educational System. By "An Englishwoman." Bristol: *Arrowsmith*, 2d.

Modern Languages.

Jersey Society in London Occasional Publications.—No. IV: Wace, and the Roman de Rou. By de V. Payen-Payne. *Jaques*, 1s. net.
Dictionary of French and English, English and French. By John Bellows. Revised by William Bellows, Auguste Marrot, and Gustave Friteau. *Longmans*: Third Edition, 5s. net; Pocket Edition, 9s. net.
Manual of Russian Commercial Correspondence. By Mark Sieff. *Kegan Paul*, 3s. 6d. net.
Key to M. B. Karachy-Smith's Practical Grammar Lessons in Russian: First and Second Course. *Sampson Low*, 1s. net.
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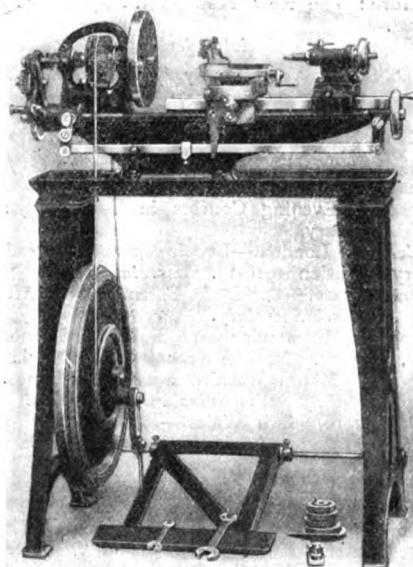
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MR. WILLIAM TEMPLE is a genuine democrat, and it is mainly as a promoter and leader of the Worker's Education Association that he has won for himself a well merited reputation. But as we study his Newcastle Address the conclusion is forced upon us that he is both by nature and nurture a cleric, and that he regarded his brief head mastership only as an interlude in his career as a stepping stone to higher things. With his opening claim for the Humanities, in the broadest sense of the word, as the one foundation on which to build a liberal education we cordially agree, but the rest of his address convinces us that we move in different planes, that Mr. Temple has never thought out the problem of National Education. His proposed curriculum for the ideal secondary school leaves much to be desired, but, even if we accept it, what guidance does it offer towards determining the national school of the future? The training college, he tells us—and this is his last word—is the key to the whole position, and we must see to it that the instruction thus given is not only moral but religious. Apparently training colleges are to be wholly State-supported, but of the tests to be imposed on the professors and the students not a word is said. All we are told is that Religion taught apart is worthless; it must govern all teaching. All we need here remark is that, to embody so sweeping a reform in the statute book is at this time of day chimerical. And the same objection applies even in a greater degree to any proposed reformation in schools. German schools are still strictly denominational; American schools are strictly secular. If we judge them by their fruits, which shall we prefer!

Theology may be, as Mr. Temple maintains, the Queen of the Sciences, and it may be a grave error on the part of the

British Association not to have yet established a Theological Section. As it is, education is treated as a science, and the first qualification demanded of the teacher is that he knows the subject he professes to teach. This may seem a postulate to which all would subscribe, yet we see it violated, not only by the appointment of uncertificated masters and mistresses, but by episcopal head masters, who openly proclaim that for University men normal schools are a vexatious vanity, and that the theory of education is nothing but a number of platitudes that can only be of speculative interest to a master in a public school. It may be said that we are referring to a past generation, but an instance of the heresy we are denouncing is furnished by the press of to-day. Within the same week that the British Association was sitting the Bishop of London addressed an open-air meeting on the subject, "Why do I believe in a good God?" His first appeal, we read, was to Natural Science. "Why," he asked, "are we not blown off this earth as we rush through space at ten miles a second?" The answer was: "Because Someone had wrapped seventy miles of atmosphere round the earth. The most credulous person was the man who could believe that that happened by accident." So the Bishop is reported in the *Times*, and the question that naturally suggests itself is whether Mr. Temple would be prepared to accredit Dr. Ingram as a teacher of that Natural Theology whereby alone he can bring his scholars to the ultimate goal—the realization of Goodness, Truth, and Beauty. If he agrees, we would inquire further whether he would be content with Goethe's rule of life: "Im Guten, Schönen, Ganzen resolut zu leben," and his apophthegm, "Wer Wissenschaft und Kunst besitzt, der hat Religion; wer weder Wissenschaft noch Kunst besitzt, der habe Religion." Is not this the utmost that the State can demand of its teachers?

HIS HOUSE IN ORDER.

By P. SHAW JEFFREY.

I SUPPOSE all of us who are interested in education are wondering what will happen when the doors of the passage of Janus are finally closed and the god of two faces turns his key. Are we prepared for peace in matters of education, or are we going to muddle through in our stolid British way? The world is changing under our unobservant eyes. A new generation is knocking at the door, and its wants are paramount and imperious. These must be met in a liberal spirit and, with our reduced resources in men and money, some drastic reforms in our organization will be required if the men and the money are to suffice for our needs. The object of this memorandum is to call attention to a source of weakness in our present educational system and to suggest a remedy.

We are all agreed, I think, that the influence of the Board of Education has been of late years beneficent, and that inspection has appreciably increased the efficiency of our secondary schools. The Inspector has been for most of us more like a friend than a husband, and we should be sorry to revert to the days when every head master was a law unto himself. We are prepared, I think, for a further step forward, and, if our educational system is to be finally established on a sound basis, this step should be taken.

Let us consider briefly the present state of affairs in grant-earning secondary schools. We submit to the Board our schemes for a four years' course in all subjects. With the aid of the various memoranda on specific subjects issued from time to time by the Board of Education we are able, by using our diligence, to draw up attractive and satisfactory courses which, after the requisite interval for criticism and suggestion, are finally approved by the Board. Some of us print them, and there is no doubt that on paper they look splendid, and any boy who can properly work through the approved courses might consider himself within these limits well grounded. When, however, we come to put our

theories into practice, we are faced with a serious and at present insurmountable difficulty—the difficulty of by-term entries.

Any University man who has entered his college as the writer did, in a by-term, knows the awkwardness of the position of the by-term freshman, but this difficulty in a University course can be got over by a liberal dose of private coaching. It is a difficulty, but not irremediable. In schools, however, the case is altered. If the school is on the up grade there is a constant flow of new boys each successive term, all or most of them equally ignorant, and, further, in all stages of ignorance from complete vacuity to educational dyspepsia, for the motto of the new boy is most frequently: "Ce que je sais je le sais mal, ce que j'ignore je l'ignore complètement."

The new boy who comes in September is a term ahead of the new boy who enters in January as regards his four years' course, and the new boys who enter in May are two terms behind the September entries and one term behind the boys who came in January, so that in every year's entry the new boys ought by rights to fall into three distinct groups. If the school is a very large one it may be possible to shepherd the new boys into separate folds, but for the average provincial grammar school of about two hundred boys the staff would have to be increased to about double its normal strength if the necessities of each successive group of entries were to be properly met.

In practice head master and staff do the best they can; they resign themselves with all the fortitude they are capable of to teach forms in which boys constantly have to be moved up to higher forms on account of pressure from below, without any real consideration as to whether they have mastered the course marked out for their original form, so that it is no uncommon thing for a boy who sets out to work through a year's course in one form to be moved up to another after only two terms' work, and the result cannot be anything but confusion for the forms and the individual.

If no promotions are made in the course of the year, it will be found in practice that the higher forms by the end of the year grow less and less in numbers owing to boys leaving, while the lower forms grow inconveniently large owing to the terminal entry of new boys; so that, unless the funds of the school permit of an increase of staff, it becomes necessary to make promotions each term to avoid an unseemly block in the lower parts of the school. Under these circumstances well defined yearly courses of instruction are impossible, or rather the courses can be given, but it is certain that all boys in any given form cannot profit equally as they should do, because they have not all, owing to the pressure of promotions, had equal opportunities. In a word, we are now muddling through, and muddling through is not good enough for the generation of boys who will have to make good the ravages of War.

The Board of Education—or, indeed, any Educational Authority or any Board of Governors—can, however, alter the whole situation for the better by waving their fairy wand. Let it be clearly understood in future that grant-earning schools only admit new pupils at the beginning of their school year, and at no other time. The situation would be changed at once. Forms would be determined at the beginning of each new school year, the unfortunate pressure of promotion would die away, and it would be possible to group the boys of the school in their separate years and work through the full course with certainly better results, both for pupils and teachers. Why should we be the last of all the nations of Europe to adopt this very obvious and rational procedure? This is one of the questions to which, in Parliamentary language, no answer is returned; the only answer the harassed schoolmaster could supply would certainly be unparliamentary.

I may be told that the scheme would never work, that parents would not submit to it, that undesirable private schools would increase, that the liberty of the subject to do

whatever he darn pleases in educational matters would be infringed, and so on through the whole gamut of the usual stock arguments. My answer would be that the system works smoothly in every civilized country in Europe, and that in every country in Continental Europe the average attainments of pupils are higher than the average attainments of English boys, not because our boys are inferior in intelligence, but because the system of instruction is more rational and is not constantly suffering interference from the intrusion of new pupils at all times of the year. And, further, I know of at least one district in Essex where the system of annual entries, as opposed to terminal entries, has been adopted and has worked for years, to the admiration of all concerned.

Will the Board of Education confirm the feeble knees of the faithful and help us or order us to try this very desirable reform? I am sure of one thing, that the work of our grant-earning secondary schools would improve so considerably by the adoption of this simple procedure that within very few years many undesirable private schools would be swept out of existence.

A DEAD LADY.

[AFTER ALFRED DE MUSSET.]

WAS she not fair? If yonder Night,
Entombed by Michael Angelo
To lull the pale sepulchral light
In marble, may be so.

Was she not good? If goodness lay
In the mere opening of the palms
With gifts where God has naught to say—
If heartless gold were alms.

Did she not think? If speech as sweet,
And voice as musically vain
As of a rivulet running fleet
Be token of a brain.

Did she not pray? If two bright eyes
Dropped earthward and awhile held there,
Anon uplifted to the skies,
Be counted as a prayer.

She would have smiled, if ever rose
Yet folded in the bud could stir
To take the zephyr's breath that goes
And minds no more of her.

She would have wept indeed, if e'er
The hand that on her breast lay cold
Had let the dew of Heav'n fall there,
Its clay to melt and mould.

She would have loved, but empty Pride,
Like the vain taper lit by day
For service at a coffin side,
Watched at her heart alway.

She never lived, and now is dead;
She made believe to live—that's all.
The hand that held the book unread
Has let the volume fall.

F. W. BOURDILLON.

MESSRS. CONSTABLE will publish this autumn *The Permanent Values in Education*, by Mr. Kenneth Richmond. The book is a study of the principal aims and methods of great educators in the past, viewed in relation to the conditions and needs of the present. Mr. A. Clutton-Brock contributes an introduction, dwelling upon the root cause of the tendency to neglect or to misapply the central principles of education, principles which are traced, in Mr. Richmond's chapters, from the times of the ancient Jews, Greeks, and Romans up to the age of Froebel and Herbart.

PHYSICAL EDUCATION IN OUR SCHOOL.

By T. KOBAYASHI

(Teacher of Morals and English in the Tokio Aoyama Normal School, Japan).

IT seems unnecessary for me to say what kind of physical education the Japanese normal school boys are now given, for many of my readers may have read about it. So let me here introduce what we are doing in particular in our school to strengthen our boys, in addition to or in connexion with gymnastics, games, military drill, fencing, and *jujitsu*, which are now practised in every school in this country. It may perhaps be interesting to tell you about Mr. K. Takizawa, the Principal of our school, before I enter into details.

Mr. Takizawa.

Mr. Takizawa, one of the leading educationists in this country, is an old man of sixty-three years now. Since 1881 he has been teaching at several schools, including the Higher Normal School of Tokio, and it is more than fifteen years since his installation to the present post. He says that physical education is the most important, for without health nothing great or useful can be accomplished, and no weak-bodied nation can survive the ever-increasing struggle for existence. According to him, there are four things which cannot be dispensed with, in order to make ourselves strong. They are: sunshine, air, water, and earth. This opinion of his is put in practice in our school.

Gymnastics with Naked Bodies and Bare Feet.

The students of our school are made to practise gymnastics without shirt, drawers, or anything on their feet, whether in summer or in winter, so that their bodies may be exposed to the sunshine, fresh air, and earth. It may seem to be very hard to bear the strong sun's heat, but it is not so. The students are made accustomed to the heat by degrees as soon as they are admitted to this school, and in due course of time they come to prefer nakedness to wearing clothes. It may also seem to be very hard to expose their bodies to the sharp winter air, but their exercise makes them warm, so much so that many of them become soaked with sweat even in the coldest season. Thus the skin is made strong and resistive, and used to both heat and cold. Few of our students have taken cold since this was adopted in our school. No special provision is necessary but a pond of water, at which the students may wash away their sweat and also bathe their feet, and which may be of much service in case of the outbreak of fire. Some officers of the Imperial Guard Division inspected gymnastics in our school, and resolved to let the soldiers in their regiment try gymnastics in the same way.

Morning Gymnastics.

The students live in the dormitory. Every morning, as soon as they get up, they assemble on the playground for the roll call. When it is over they practise gymnastics and draw deep breaths in the fresh morning air for some minutes. This is thought to increase their appetite and make their lungs strong and healthy.

Cross-Country Races.

Once a month we have a cross-country race, in which all the students and some of the teachers take part, and run a distance of about six miles. Those who cannot run are advised to walk. Every student records how many minutes he has taken in covering the whole course, and can therefore see whether he is making progress in running or not. This is usually held when school is over, so there is no loss of regular work. Once a year, generally in autumn, a grand cross-country race is held, when prizes are awarded to some of the first arrivals, and a champion flag is given to the class which ran the race fastest. This running exercise not only makes the students swift-footed, but also enables them to endure hardships. Some of the graduates thus trained confessed that they felt no pain in running for a long distance,

though they were heavily armed while they were serving in the army.

Cold Baths.

Cold bathing is also much encouraged in this school. Mr. Takizawa, the Principal, has been practising it for more than thirty years without stopping it even for a day. He pours several bucketfuls of cool water over himself and then frictions himself with a dry towel until he becomes hot and pink. He remains naked for some time after this, even in winter, and sweeps his garden. He says he never feels cold. His dictionary contains neither "cold" or "cool," nor its equivalents. If anybody asks him why he does not feel cold, he always answers like the Scythian philosopher: "You can endure your face exposed to the cold winter air, as your face is used to it. Think me all face!" His example is followed by many of his students. More than two-thirds of the students wash themselves with cold water early every morning, though the number of them decreases a little in winter. This also makes the skin strong and resistive.

Posture of Students.

Much attention is paid to the posture of the students in the classroom while they are at their lessons. They are required to sit upright on their seats, lest their bodies should become crooked.

Summer School.

That too long a summer vacation is rather harmful to students, especially to elementary pupils, is generally recognized among educational circles. Now there are not a few schools which give summer lessons to their scholars. In our school the students go home or to the seashore, as they prefer, in summer, though they are told to do some home tasks. But Mr. Takizawa tried an experiment of a summer school last summer in an extraordinary way with sixth-year boys of the attached elementary school. The number of those who applied for admission to the summer class was about thirty, almost all of whom attended it regularly for five weeks during the hottest season. Their daily work was something as follows: Mr. Takizawa's lecture on morals, &c., one hour; meditation, one hour; sports and games, such as tag, dodge-ball, &c., two or three hours.

The children took off their shirts, drawers, caps, and boots during their play. They soon became as black as gipsies, and yet they defied the burning sun, and played on and on in the hottest part of the day for two or three hours, without intermission or sheltering themselves from the sun's scorching rays, though all the games and sports were optional, and they were allowed to rest in the shade at any time they pleased. Mr. Takizawa called on the parents of each of the boys, and gave him such instructions as were thought fit or necessary for him in his parent's presence. According to Mr. Takiwaza and the parents, at the end of the term the pupils who had been slow and dull, became quick and bright; those who had been shy and timid, became frank and brave; those who had been lazy, diligent and patient; weak and sickly ones, strong and healthy; pessimistic ones, optimistic. The weight of their bodies grew greater. The boys who attended the term say that they preferred it because they would have had no friends to play with if they had stayed at home. They all admired the lessons they received during the term, so much so that some of them applied for admission once more this year, though they are now middle-school boys and do not attend the elementary school. Mr. Takizawa is again teaching a summer class in the same way as last year, and I hope it will also be a great success.

July 24, 1916.

OUR attention has been called to what we fear is a typical case of "penny wisdom." A certificated teacher, who has served for twelve years in a school under the Hertfordshire County Council, has received a month's notice and her place has been filled by an uncertificated teacher, the only reason assigned being War economy.

JOTTINGS.

THE Council of Bedford College for Women have made the following appointment for the Session 1916-17:—Lecturer and Head of the Department in Botany: W. Neilson Jones, M.A. Cantab., late Assistant Lecturer in Botany.

As a rule the education of German girls is in the hands of men to a larger extent than is the case in England, because in Germany girls' high schools have usually a master as the head, and the most important subjects are practically entirely taught by men. But in dentistry German women are far ahead of English women, as public opinion favours them in this profession, and many women have large lucrative practices. There are even Court women dentists who have princesses in their clientèle. An assured living at the end of complete preparation acts as a useful stimulus.

THE L.C.C. has arranged, in a modified form, its lectures for teachers during the coming year. A syllabus can be obtained from the Council's offices, and the lectures are open to all teachers, not only to those employed by the Council. This autumn there are lectures on "Economics" at the London School of Economics; on "International Law and the War," by Mr. J. de Montmorency, at the London Day Training College. The course in English continues at King's College under Prof. Gollancz, in History under Prof. Pollard, and in Phonetics under Mr. Daniel Jones, at University College. A set of lectures is to be given on "Sea Power: its Meaning and its Functions," by Mr. Gerard Fienes, and also on "Main Currents of European History, 1815-1915," by Prof. Hearnshaw, at King's College, and on "Modern German History," by Mr. Gooch, and "Belgian History and Literature," by Prof. Paul Hamelius, at University College. Lectures on "Mathematics," by Dr. Nunn and Miss Punnett, and on "Pedagogy," by Prof. Adams, are given at the London Day Training College. Dr. Walford Davies is lecturing on "Music," at the Regent Street Polytechnic.

THE Forty-first Annual Report of the Froebel Society for the year 1915 shows a satisfactory advance in all save finance. The Chairman of the Council, Mr. C. G. Montefiore, reports that an increase of at least £270 on the receipts of the current year is needed to set the Society on a safe footing, and that for this Council must look to an augmentation of members and subscriptions to the Central Society. We know of no educational association that has accomplished such solid and lasting work at so small a cost. The minimum subscription is 5s. and half subscription may be paid by members joining after June 3. Would it not be possible to issue the report at an earlier date?

THE Earl of Lichfield has been co-opted as a Governor of Harrow School in succession to Sir Kenelm Digby, deceased.

THE Third Report of the Harrow School Endowment Fund has been presented to subscribers. The subscriptions promised during the past twelve months amount to £1,626. 12s., making the whole sum promised £38,285. 11s. 8d. A legacy of £1,904 bequeathed by the late Capt. Werner, assistant master till October 1914, will be shortly paid by his Trustees.

ROLL OF HONOUR.—Captain Allan MacDougall, Royal Fusiliers, Rhodes Scholar from New Zealand, Lecturer at Bedford College, London; Captain C. P. Hill, North Staffordshire Regiment, Vice-Principal of King Edward VII School, Johannesburg; Captain G. E. H. Keesey, Rifle Brigade, Assistant Master at Wellington College; Captain P. L. Leigh, Garrison Artillery, Music Master at Liverpool College; Captain Maurice Fletcher, Munster Fusiliers, Assistant Master at Wakefield Grammar School; Lieutenant L. E. Butler, Rifle Brigade, Fellow of St. John's College, Oxford, and Lecturer in History; Lieutenant S. B. MacLaren, Royal Engineers, Professor of Mathematics at University College, Reading; Lieutenant G. R. Day, Bedfordshire Regiment, Fellow of Emmanuel College, Cambridge, and Lecturer in History; Lieutenant A. W. Scudamore Brown, Rifle Brigade, Rector of Michaelhouse Diocesan School, Natal; Lieutenant H. B. Ryley, North Staffordshire Regiment, son of the Rev. H. B. Ryley, formerly Head Master of Emanuel School, Wandsworth; Lieutenant J. A. Pearson, Royal Fusiliers, Assistant Master at Walthamstow Grammar School; Second Lieutenant E. S. Turner, Garrison Artillery, Assistant Master at Darlington Grammar School; Second Lieutenant C. Blake, Bedfordshire Regiment, Assistant Master at St. John's College, Agra, India; Lance-Corporal E. A. Peppiette, Liverpool

Regiment, Assistant Librarian at Liverpool University; Captain E. F. Prior, Rifle Brigade, Assistant Master at Eton; Lieutenant Kettle, Royal Dublin Fusiliers, well known in Irish politics as Prof. Kettle, University College, Dublin; Lieutenant W. M. Stuart Garnett, killed at a flying school, son of Dr. William Garnett, late Educational Adviser to the L.C.C. and brother of the Principal of the Manchester School of Technology; Second Lieutenant L. C. Carey, East Surrey Regiment, Art Master at the Royal Holloway College; Second Lieutenant R. M. Heath, Somerset Light Infantry, Newdigate Prizeman and Craven Fellow; Lieutenant Raymond Asquith was the fourth Fellow of All Souls College who has fallen in the War; Lieutenant E. H. L. Southwell, Rifle Brigade, Assistant Master at Shrewsbury School; Second Lieutenant A. C. Batho, Middlesex Regiment, Assistant Master at St. Cuthbert's School, Malvern; Second Lieutenant, B. A. Medley, Highland Light Infantry, son of Prof. Medley, Glasgow University.

SIX Public Lectures on "Phonetics and its Uses" will be delivered on Mondays, at 5.30 p.m., beginning October 9, at University College, Gower Street, by Daniel Jones, M.A., University Reader in Phonetics.

In lieu of the annual Calendar, the Leeds University has this year published a General Prospectus, giving in a concise form all the information needed by present and prospective students.

TEACHERS' GUILD.—In response to an appeal from the Council to members of the London Centre, over £100 has already been subscribed to enable the Guild to pay its way till the end of the financial year. It will be remembered that about £1,400 has already been contributed by members, half in donations and half in loans, to meet the expenses of moving from Gower Street to Brunswick Square. Some £400 is still needed to put the Guild on a sound financial footing. At present the Club is paying its way, and bedrooms are all let. It requires only the letting of the remaining offices to assure the financial prosperity of the Guild.

REVIEWS AND MINOR NOTICES.

The Self-Discovery of Russia. By T. Y. SIMPSON.
(6s. Constable.)

This timely book consists of a series of essays on the various aspects of Russian life, and on the problems which the War has constrained Russia to face. There are sketches of rural life and scenery, as in the chapter descriptive of "little mother Volga," in which the efficiency of Zemstvo administration under present circumstances is set forth, and the economic changes in country life are noted. Among other striking details is the growth of the co-operative movement in the smaller villages which the author visited in the Kostroma Government. In one village a membership of ninety had bought provisions to the value of 5,000 roubles in one year. In another, one hundred and twenty four members had bought to the value of 15,000 roubles. Although the Government had much to do with the starting of the co-operative movement, yet it is somewhat afraid of its powers of organization, while the Jews likewise oppose it as tending to take business out of their hands. Mr. Simpson thinks, however, that the effect of this co-operative movement, together with the spread of education, and with the enormous uplifting of the moral consciousness of the Russian people owing to the suppression of vodka, will aid in the solution of the Jewish question by enabling the ignorant mujiks to hold their own against the unscrupulous Shylocks. A member of a co-operative society must perforce act in the interests of his society, and cannot, however strong may be temptation, mortgage his next year's crop to indulge his craving for drink or change. We gather, however, from Mr. Simpson's remarks on the inestimably good effects of the suppression of vodka that this beneficial legislation requires to be followed up by some measures designed to vary the fearful monotony of peasant life in a typical Russian village by the gradual introduction of local libraries, lectures, theatres, and social meetings.

In the chapter dealing with "some economic problems" the author gives the views of a leading University Professor of Economics in Russia. This professor had been detained as a prisoner in Germany during the first six months of the War, and was treated much more leniently than prisoners of British nationality. His remarks confirm what has often been supposed: that Germany regards Russia as the enemy which can hurt her most of all the Allies, and as the enemy whom it will pay the Fatherland to conciliate at almost any cost. "Germany would make peace at once with Russia if the latter country gave the slightest hint of wishing to retire from the contest, and she has counted on this from the beginning. Germany would ask no indemnity from Russia; she would even be prepared to retire from all the Russian territory already occupied, and make a new trade treaty with Russia that would be fair to both sides." The speaker said that the Russians looked upon the War as a struggle with a nation ungrateful to the people who had practically fed them during the last thirty years. . . . "To-day there is in Russia much hatred of the Germans, not only of those actually belonging to that nation, but also of their descendants in Russia, because in their hands is a great part of the German trade. Germans, when they came to Russia, became naturalized there, or married Russians, and so formed a special class among the Russian people. . . . There are hundreds of families in Moscow who cannot speak Russian at all. Indeed, there is a special society in Moscow to propagate the German language, manners, and ideas, and to it belong many Russian subjects of German origin."

The chapter on the effect of the abolition of vodka is extremely interesting, as containing the result of questions addressed by the Statistical Bureau of the Zemstvo of Kostroma to six hundred correspondents in different districts of the Government, dealing with various aspects of the War on country life. We may quote two characteristic answers: "The rejoicing peasants cannot believe in their new life; the power of vodka was so great that you could not do anything with their life"; and, "Now vodka has quite disappeared from the life and consciousness of the people, they do not drink now either in joy or sorrow." A chapter on the Galician Front gives an account of the Russian army in Tarnopol, and incidentally of the simple and cordial relations existing between the officers and men in the Russian army, strongly contrasting with the relations between the Austrian officers and their men.

The chapter on Religion in Russia is particularly interesting. A layman holding high office in connexion with the Holy Synod was anxious to correct the wrong impression which largely prevails among Western nations as to the relationship of the Tsar to the orthodox Church. "The Emperor is the protector, but not the head, of the Russian Greek Church. The head of the Church is our Lord." Mr. Simpson, perhaps rather fancifully, remarks that in this particular point the views of the Oriental Orthodox Church and of the United Free Church of Scotland are practically one, and the opinion ordinarily held in this country of the relation of the Emperor to the Russian Church would be blasphemy to the true orthodox believer. We should have liked to hear from such a close observer as Mr. Simpson to what extent the Russian Church retains its influence upon the Intelligentsia, or educated classes, who, according to those who have lived amongst them, are desperately indifferent to all religion. It is gratifying, however, to find that the Russians expect a spiritual resurrection after the present world convulsion.

The book is written in a scholarly style, and we hope it will find many readers among those who wish to get at the heart of Russia. The Russians may be emotional and subject to strong feelings, but they do not themselves wish to be thought a mystical race of dreamers, as English novelists are fond of depicting them, and we shall find in this volume plenty of reason to see that they are prompt enough to act when necessary, and are capable of taking excessively prudent views of life. The book is beautifully illustrated and has a good index. It would be well in a future edition to write Russian words in Russian type.

Maurice Maeterlinck: Poet and Philosopher. By MACDONALD CLARK. (7s. 6d. net. Allen & Unwin.)

This careful and sympathetic study of the Great Belgian writer comes as a welcome contrast to the current topics of the books of to-day. There is a very justifiable prejudice amongst educated readers against the popular practice of issuing biographies and studies and estimates of living authors and their works, but this book might induce a reconsideration of the objection. It should appeal to those who are already students of Maeterlinck, and also become for many others a helpful introduction to his thought.

Mr. Macdonald's arrangement and method of discussing his author, though involving some repetition, is at once clear and stimulating. His treatment reveals a thoroughly discriminating and appreciative understanding, though there is perceptible a temperamental difference of mental vision which sometimes obscures the point he seeks to elucidate. Some readers may even become a little impatient with the frequent attempts to reconcile or harmonize apparently conflicting ideas. There is also a certain literalness about his interpretations, from which a more intuitive comprehension would have saved him. His labouring of the point as to the exact meanings of Maeterlinck's various uses of the term "conscience" is unnecessary after the admirable definition which he himself gives: "It stands for the whole *moral* of man as affected by his intellect" (page 123).

A very good idea is presented of Maeterlinck's development and of what may be called his progressive philosophy. Like other great minds, his has passed through various stages, and we have no reason to believe that it has reached its final one. The gloom of youthful sensitiveness, the impatience of ripening years, with their touch of intellectual arrogance, have passed, and show the philosopher emerging into a sunny optimism of conviction. On the way he has come into conflict with tradition and authority and accepted beliefs, and, naturally, sparks have been struck. But lovers and students of older philosophies must be perpetually reminded in Maeterlinck's writings, in spite of his restless modern independence, of his kinship with the classics, his supposed antagonists.

Mr. Macdonald Clark more than once refers to the charge sometimes brought against Maeterlinck of "intentionally surrounding his doctrines with a mysterious nebulosity"; and, perhaps unconsciously, does less than justice to his author's train of thought by a too strict definition of his expressions. For Maeterlinck is pre-eminently mystical, and though there is nothing shifty or vague in the underlying thought, it is partly conveyed by atmosphere and suggestion. The three central chapters on Maeterlinck's Philosophy are admirably arranged and full of vital matter. The influence of the old Stoic philosophy, the developing conceptions of wisdom, the mystery of the universe, and the imperious demand it makes on the mind of man for solution, the phenomena of the human soul, and the idea of immortality—in each of these discussions there is much illuminating intelligence as well as many provocative assumptions and inferences.

In Chapter VII—"Thought that has influenced Maeterlinck"—there are surely many notable omissions. In spite of his rejection of certain popular misconceptions of Christian teaching it has yet to be shown that Maeterlinck repudiates the true Christian philosophy or his indebtedness to its inspiration.

The development of Maeterlinck's dramatic characterization of women is effectively traced; his feminist sympathies explained and illustrated; his immense glorification of the "doctrine of silence" shown, and a sympathetic forecast suggested of the coming "static theatre," when soul-states rather than action will be depicted. Most readers will agree with Mr. Macdonald Clark in doubting whether "a public educated more highly, finely, and purely than now would frequent the theatre were the spectacular element to be so rigorously suppressed" as such a species of drama would involve.

There are a few eccentricities of punctuation in the book and one or two unintelligible remarks:—e.g. (page 94) about the beatification of Marie Magdaleine, and (page 211), referring to

Pius Antoninus. The full index would be more useful with further subdivisions.

Discovery. By R. A. GREGORY. (5s. net. Macmillan.)

Its sub-title, "The Spirit and Service of Science," gives some idea of the purpose of this book. Its author feels that, at a time like this when the whole nation is turning for help to science, it is necessary to look into the real nature of science, and examine the spirit in which scientific work should be carried on. The treatment is essentially popular, and, to a certain extent, unsystematic. The book is made up of twelve chapters which are to a great degree independent of each other. Each begins with half a dozen more or less striking quotations that have quite a fair connexion with the subject-matter that follows. There are, further, eight well executed reproductions of celebrated pictures and pieces of sculpture each illustrating indirectly some point in the text. A large number of quotations, poetical and otherwise, are included in the body of the book. They are all intrinsically good, but it is doubtful whether there are not too many of them, particularly at the beginning. Further, in the early chapters, the same authors are too frequently laid under contribution. As the work proceeds there is more variety.

Mr. Gregory writes frankly as an advocate. He looks forward to a time when men of science will occupy the places of honour at present held by politicians, warriors, and writers. In the meantime he sets forth with enthusiasm the merits of scientific men. His pleading cannot be said to be unfair, but it has two defects. To begin with, it overdoes the praise when speaking of the unselfishness of the scientific man. The reader is rather repelled by the pinnaled saint, and is inclined to question the sincerity of the successful scientist who characterizes his whole life work as *failure*. Then our author does not give sufficient attention to negative instances. He does not appear to see the destructive aspect of his argument when in praising Newton he speaks of "the spirit of rushing into print to claim priority to which some investigators attach so much importance." Similarly, on page 268 we have a quotation from Lord Kelvin that discredits some of the author's arguments about the love of knowledge for its own sake. Another defect, perhaps inevitable in a book of this size written in quasi independent chapters, is the repetition of certain statements. There is no great harm, after all, in these duplications, especially as it can in some cases be pleaded that the repeated facts are used in a somewhat different context.

But enough of fault-finding. The book, as a whole, is a good book and a timely one. It presents a view of science in its relation to education that is of the utmost importance at the present moment. It makes its appeal both to the student of science and to the layman. The matter is so presented that the man who knows little science can at least understand the general argument, and in following that argument he is led to learn, almost without knowing it, a great deal of the subject-matter of the various sciences. For Mr. Gregory takes all science to his province. He cannot be a specialist in all the branches, but he knows enough about all to write in the true scientific spirit about each. He is a remarkably well read student of science who can rise from a perusal of this book without learning a good many facts, and applications of facts, of which he was not before aware. Again, though the chapters are not linked on to each other according to any very apparent logical principle, the reader cannot fail to perceive that he is not reading at random. As he goes along he realizes that he is acquiring a loosely, but efficiently, organized body of knowledge. He begins to see the end toward which he is being led, so that when he comes to the two final chapters, entitled "Across the Border" and "Towards Infinity," he has no difficulty in co-ordinating what he has learned with what he vaguely wants to know. He is put in the best possible position to appreciate the aims and ideals of science. Though there is no chronological arrangement of the subject-matter, a glance backwards after reading the whole makes it quite manifest that each of the illustrative facts has been presented in just the order that conduces best to the general impression

that the author set out to create. This is equivalent to saying that Mr. Gregory has achieved a marked success.

Report of the Commissioner of Education for the Year ended June 30, 1915.

In the space at our disposal it is hopeless to do anything like justice to the contents of this volume of 780 large pages. After an account of the educational legislation of the year there is a chapter each on Education in the Larger Cities, in the Smaller Cities, on Rural Education, on Secondary, on Higher. The Training of Teachers has its chapter followed by one each on the following aspects of education—medical, vocational, commercial, agricultural, home, art, kindergarten, hygiene, of the deaf, of the blind. Then there are chapters on education in the various foreign countries including our own. In addition there are certain chapters on special subjects, such as Home Economics, Social Work, School Surveys, Museums, Libraries, the Work of the Churches, of the Young Men's Christian Association, of the various general Educational Bodies, Foundations, and Associations. Out of this enormous bill of fare we can select only one or two points of special interest to readers of this journal. Under Secondary Education we are told that: "A factor responsible for much of the recent progress in secondary education, especially in the smaller schools, is the State Inspector." English teachers have had more experience than the American, and may be apt to question the advantages of State inspection, but they will be somewhat reassured when they read the official "Advice and Instruction to High School Visitors." We hope that Whitehall will take note of this advice.

The principles of the Gary plan are winning their way, and New York adopts the scheme with some enthusiasm, though with proper official caution. What will probably be known in the future as the New York scheme is in the Report "the so-called Gary plan." America has its own list of troublesome dismissals, but there they appear to be in the Universities rather than in the schools. There seems, indeed, to be considerable uneasiness about the freedom of University teaching in the States. The Americans are peculiarly sensitive in the case of professors of economics, since their subject offers special temptations to the millionaire class to manipulate the teaching of the Universities in favour of the moneyed interests. The dismissal of Assistant Professor Nearing, of Pennsylvania University, is a case in point. Then there is a case of dismissal for denominational reasons, and at Utah a general state of discontent and unrest. It is ominous to find that the associated professors of America are beginning to classify the Universities into the two groups, the bond and the free. The newly developed American love of the inspector is not apparently to limit itself to the secondary school. The University is to have its share. In the Report embodying the result of the Survey of the University of Wisconsin occurs the sentence: "The tradition that it is not consistent with the dignity of instructors of University rank to be closely supervised does not justify, in the judgment of this Board, what is in some instances an almost entire absence of supervision in classroom work." Between surveys and supervisors the American University instructor is going to have his hands full.

In the midst of our discussions of educational reform a book of this kind is of special value, for there we see some of our own tendencies carried a step or two farther than at home. In this connexion the sections on vocational and professional education are particularly useful, and the general reviews of foreign education provide valuable guidance.

A Short History of Classical Scholarship. From the Sixth Century B.C. to the Present Day. By Sir JOHN EDWIN SANDYS, Litt.D., F.B.A. (7s. 6d. net. Cambridge University Press.)

In this handsome book the indefatigable Public Orator of Cambridge has presented the general reader with an excellent compendium of his three learned volumes on the history of

classical scholarship. It is not a mere mechanical reduction to scale. The abbreviation, which is considerable—434 pages here in place of 1,629—has been effected partly by curtailment of details and partly by omissions. As the preface tells us, scholars of comparatively subordinate importance have now been omitted altogether or very briefly dealt with, while those of primary importance are treated with almost the same fullness as before. The method is a sound one, and its application in the present instance such as to meet the requirements of all who stand in need of an introductory manual. But the result should, and if we mistake not will, lead more than one reader to the fuller work. The contents of Sir John Sandys's first volume, which deals with the earlier history of the subject, are handled, as we should expect with matter that interests chiefly the professional scholar, with greater succinctness than those of the two following volumes, in which we approach more modern times, the figures being 160 instead of 678, as against 274 instead of 951. The selection of the illustrations, 26 in number, in the smaller work has been well done, but we should have been glad to see the portrait of Nic. Heinsius added. Heinsius' pre-eminence as a critic is challenged only by Bentley. A notice of an abridgment is not the best place for criticisms of minutiae; but as the editor says in his preface that details have been added on minor points wherever it seemed desirable to bring the literature up to the present date, it may be noted that the statement on page 33, that the earliest mention of the disaster which befell the MSS. (in the library at Alexandria) is in Seneca, though literally true, is likely to mislead. The context of the passage (Dial. IX, 9, 5) shows that Seneca is drawing from a lost book of Livy, from which also Orosius (IV, 15, 31, quoted by Sir John Sandys) derived his similar statement. There would therefore seem to be contemporary evidence that the great library did suffer in the conflagration which ensued when Caesar set the Egyptian navy on fire.

THEOLOGY.

The Holy Spirit in Thought and Experience. By T. REES, M.A., Principal of the Independent College, Bangor, North Wales. (2s. 6d. net. Duckworth.)

This book is an important contribution to the series to which it belongs ("Studies in Theology"). In a series of ten chapters, Principal Rees traces the growth historically of the doctrine of the Holy Spirit from its earliest form, as "The Spirit of Yahweh" in the Old Testament, through "The Spirit of Wisdom," down to the New Testament "Spirit of Jesus Christ," and the full doctrine of "the Holy Spirit in the Trinity." We know of no treatise in English where the historical development of the doctrine is so well sketched. Mr. Rees is well equipped for such a task, being acquainted with the Semitic side and familiar with the whole range of the literature involved. The book fills a distinct gap in our theological literature.

"Murby's Smaller Scriptural Manuals, with Text."—*St. Luke.* With Introduction, Maps, and Explanatory Notes. By CHARLES KNAPP, D.D. (1s. 6d.)

The present edition of *St. Luke* is well up to the high standard set by Dr. Knapp himself in previous volumes of the same class. There is a full and extremely well arranged introduction, which contains items of information not always available in manuals of this kind. The characteristic notes (plan, teaching, &c.) of the Gospel are well brought out, and we are glad to see that the importance of the period between the Exile and the Gospel is emphasized in a lucid and helpful chronological table. The text (with footnotes) is broken up into sections with appropriate subject-matter headings, and there are some good maps. It is a pleasure to recommend such a manual as this. We believe it will stimulate the interest of those who use it in the subject-matter with which it deals. Its treatment is at once fresh and attractive.

CLASSICS.

Additional Latin Exercises to North and Hillard's Latin Prose Composition. By Rev. A. E. HILLARD and C. G. BOTTING. (2s. 6d. Rivingtons.)

It is enough to say that this forms a C series on exactly similar lines to the Exercises published as A and B. Local topics are freely handled—the last exercise, for instance, is a speech in defence of England's War policy, but there is nothing that should prove too hard for a well trained boy in the shell.

EDUCATION.

Pitman's Commercial Self-Educator. Part I.

This is the first of a series to be completed in twenty fortnightly parts. A number of timely features are included, such as lessons in Russian and Italian. There is also a course on the work of a private secretary, and the number contains the opening lessons of a complete study of business practice. The general editor is Mr. R. W. HOLLAND, who is assisted by some forty contributors. The illustrations, maps, and facsimile documents, together with the eminently practical nature of the instruction, will make this series extremely useful to the student of commercial subjects.

ENGLISH.

Patriotic Poetry, Greek and English. By W. RHYS ROBERTS, Litt.D. (3s. 6d. net. Murray.)

This is an enlargement of an address delivered on St. Crispin's Day 1915 to the Literary and Historical Society of Leeds University and to the boys of St. Peter's School, York. The supplementary notes, which occupy one-half of the volume, add to it a permanent interest, and the delay in publication is excused on the ground that the author has been undertaking the work of both the Leeds Classical Lecturers, absent on active service. Shakespeare's *Henry V* is selected as the grand model of English patriotic poetry, partly because of its connexion with St. Crispin's Day and partly because of the significant part assigned to Wales, and the Achilles of Homer is chosen as the nearest Greek analogy to Henry V. By way of contrast to the plot and conduct we have the *Persae* of Aeschylus. We have in the notes some fine examples of modern Greek poetry, but no attempt is made to cover the whole field or to discuss the wide questions of nationality or of the relation of modern to ancient Greece. The last word, however, enforced by Homer and Aristophanes no less than by Milton and Wordsworth, is that war is valuable only as a stage in human evolution and as pointing the way to humanity and peace.

MODERN LANGUAGES AND LITERATURE.

Compositions Françaises d'après les tableaux célèbres. For Middle Classes. By HILDA M. M. LAWRANCE. (2s. Arnold.)

We have placed this book at the head of the list because of its originality in conception. Subjects for free composition dealing with the weather, the farm-house, even holidays, have indeed become banal through repetition. And so Miss Lawrance has taken sixteen famous pictures, excellently reproduced, and chatted sympathetically and informally about them and their painters. She tells us that she encourages her classes to ask her all kinds of questions on points not fully understood in her preliminary lecture, and then gets them to open the book and read of what has been orally discussed. Afterwards short lists of leading words are learnt by heart and a free composition is written. The idea of the book is refreshingly new and most ably realized. Learners at school, particularly girls, will be enormously interested. We recommend this book most heartily.

- (1) *Grillparzer: Des Meeres und der Liebe Wellen.* Edited by JOHN L. KIND, Ph.D. (3s. 6d. net.)
- (2) *Peter Rosegger: Das Holznechtshaus.* Edited by MARIE GOEBEL. (2s. 6d.)
- (3) *A Scientific German Reader.* Edited by HERBERT Z. KIP, Ph.D. (5s. net. Oxford German Series by American Scholars.)
- (4) *Racine: Bérénice.* Edited by ROBERT EDOUARD PELLISSIER, Ph.D. (2s. net. Oxford French Series by American Scholars.)

(1) Is a monumental work, with a 100-page introduction, intended for University students. In the Appendix the events of each act are summarized in German. These synopses are accompanied by a number of literary questions, and by suggestions for dissertations. A serviceable and scholarly edition. (2) A book for schools rather than Universities, on the same lines as (1), but containing only 65 pages against 200, much shorter notes, and a vocabulary. A school edition of such a modern favourite as Rosegger is indeed a find for teachers. (3) A textbook of scientific German, well illustrated with photographs and drawings, furnished with a vocabulary and very full notes. The latter are written not from a grammatical, but entirely from a scientific, point of view. (4) A refined and literary edition of this, perhaps the most satisfying of all Racine's plays. But surely it is an understatement to say that the function of the confidants and confidantes "is to introduce situations, and to aid in the dialogue of the main characters." We were always of opinion that Racine had subtly designed these four personages as incarnations of a side of their protagonists' characters which could be much more effectively brought out by their help than in any other way. Paulin stands for the Duty of Titus, Phénice for the Fears of Bérénice.

- (1) *Erckmann-Chatrian: Waterloo.* Adapted and edited by

EUGÈNE PELLISSIER. (2s. 6d. Siepmann's Advanced French Series.) (2) *Key to Appendixes of the Above.* (2s. 6d.) (3) *Fables of La Fontaine.* Selected and edited by A. G. MACPHERSON, M.A. (3s. Cambridge University Press.) (4) *Molière: Les Fourberies de Scapin.* Edited, with Vocabulary, by KENNETH MCKENZIE. (1s. 3d. Harrap.)

The last word has already been said about the series of which (1) and (2) form part. It seems impossible to devise a method better adapted for bringing the cream to the surface, and thereafter causing it to be profitably assimilated. The book itself is worth reading just at this time. "La guerre! Ceux qui veulent la guerre, ceux qui rendent les hommes semblables à des animaux féroces, doivent avoir un compte terrible à régler là-haut!" The words might have been written yesterday. The selections contained in (3) are chosen partly for literary excellence and partly for variety of subject. The editor is to be congratulated on his sustained endeavour to lay stress, yet not too heavily, on the qualities which make La Fontaine a master of literature. (4) is marvellously cheap. The introduction and notes are a model of unpedantic scholarship. Uncommonly interesting, too, are the Appendixes.

"Nelson's Edition Lutetia." — *Les Classiques Français.* Among recent additions to "Nelson's Edition Lutetia" we would call attention to Fénelon, *De l'Education des Filles et Dialogues des Morts*, No. 35. The former of these works deserves more attention in our training colleges than it receives to-day. As the editor of the series, M. Emile Faguet, well remarks, the Catholic priest of the seventeenth century is far more democratic and liberal in his ideal of women's education than Rousseau, the revolutionary philosopher of the eighteenth century. Another welcome volume, No. 31, is *André Chénier, Poésies*. Half Greek by birth he wrote a pure French poem that Theocritus and the Anthologists would not have disowned, and, as M. Faguet points out, he left no successors. In his own country all praise but few read him. A third volume, No. 33, is *Jean S. Bogar et Autres Nouvelles* of CHARLES NODIER. One of his minor *fantaisies* (Nodier is credited with the invention of the word) is "Trilby," a Scotch fairy tale. We wonder in which of Scott's novels the author can have found the name, in a preface or a note, he does not remember which. Certainly it was from Nodier, not Scott, that Du Maurier borrowed the name.

"Collection Nelson." — Of the volumes in this series which will appeal to French teachers and pupils we may mention *La Convention*, from Michelet's *Révolution Française*, which embraces the trial and execution of Louis XVI; *Un Trio de Romans*, by THÉOPHILE GAUTIER (Militona, Jean et Jeannette, Avatar). *La Comtesse Pauline de Beaumont*, by AGÉNOR BARDOUX. *De Vigny Théâtre*, 2 vols. (contains the famous *Chatterton* and his translations of *The Merchant of Venice* and *Othello*); *L'Ombre s'étend sur la Montagne*, by EDOUARD ROD.

Bellows' Dictionary for the Pocket: French-English and English-French. Third Edition, revised by WILLIAM BELLOWES. (8s. 6d. Kegan Paul; Longmans; Paris: Hachette.)

It is now forty-four years since the first edition of this famous Dictionary appeared. The sale has reached 100,000, and the son lives to supplement and complete the work of his father, John Bellows, the Quaker printer of Gloucester. The success of the work was due to a combination of typography and scholarship, a rare combination in this age. It would indeed be superfluous to rehearse the various ingenious devices by which the original lexicographer contrived to husband space without loss of clarity. A summary of them is given to face the title-page, but we doubt whether the claim to copyright could be sustained for all. In the first edition Mr. Bellows had for collaborator M. Beljame, the distinguished abbreviator of Littré. In the work of revision the son has consulted Prof. Bonnet-Maury and other French authorities. We have tested the new edition for terms that the War has brought into prominence—*boche*, *poilu*, "sea-plane," "curtain-fire," and not found it lacking. Where every page is precious, we suggest that in the next edition the thirty pages of grammar might well be omitted, and the space thus saved be devoted to an enlargement of idiomatic phrases and colloquial slang—"a white elephant," "a howler," "to turn turtle," "to grouse." Uniform with this pocket edition, but set in clear nonpareil type, Mr. William Bellows has published the French and English edition: 5s., Longmans.

English Phonetics.

Messrs. W. Heffer & Sons, Cambridge, announce the forthcoming issue of a *First Course of English Phonetics*, by H. E. PALMER. The book is intended primarily for foreign students of English, but will be helpful also to English students of phonetics.

MATHEMATICS.

Commercial Arithmetic and Accounts. By A. R. PALMER, B.Sc., B.A., and J. STEPHENSON, M.A. (In two parts, 2s. 6d. net each. Bell.)

As the future tendency in modern schools will probably be to make the practical training still more practical, the appearance of this book is well timed. The authors' aim is to provide a textbook that will give a thorough commercial training in arithmetic to pupils who are being prepared for a business career. Though in a few cases we should prefer to see examples worked differently, the methods used are sound, and avoid the approximate character of those which are sometimes employed. Teachers in secondary schools will find many of the examples useful, as well as some of the bookwork sections: for instance, that on profit and loss (pages 402-3), in which the practice in some trades of reckoning profit on the selling price is explained and defended.

Preliminary Geometry. By F. ROSENBERG, M.A., B.Sc. (2s. Clive.)

This book contains the principal propositions of the first and third books of Euclid, with a few pages on geometrical solids. The author's object is, by blending practical and theoretical work at the outset, to avoid the unattractiveness of the purely theoretical textbook and the tendency to loose reasoning of the practical manual. In this he seems to have succeeded. A few points might, perhaps, be noticed for revision. Page 4 contains two independent definitions of a straight line. The proof of Euclid I, 6 (page 44), is unnecessarily long. The use of the term, "any convenient radius," is open to objection. The following sentences (page 2), which are intended to illustrate the definition of a surface, are awkwardly expressed: "If water is poured into a bucket, and some oil is poured on the top of the water, these do not mix. It is neither water nor oil, and has no thickness."

Practical Mathematics for Technical Students. Part II. By T. S. USHERWOOD, B.Sc., and C. J. A. TRIMBLE, B.A. (Macmillan.)

Part I deals with elementary Mathematics, Part II with the higher branches (to the calculus and differential equations) which students of engineering and applied science are likely to need. The chief points of the book are the omission of the more difficult proofs, the practical character of all the examples, and the numerous and admirable illustrations. The proofs given are not always rigid, and it would be of service to readers who wish to pursue the subject if the departures from rigidity were pointed out, and also if references were given to books in which the omitted proofs can be read. The exponential series (page 311) is a good illustration of the method of expanding a function in a power series, but it should be noticed that the series has already been assumed in obtaining the differential coefficient of the exponential function (page 209). A great deal of useful material is placed before the readers of this book without cramping and without ever failing in interest.

- (1) *The Algebraic Theory of Modular Systems.* By F. S. MACAULAY, M.A., D.Sc. Cambridge Tracts in Mathematics and Mathematical Physics, No. 19. (4s. 6d. net. Cambridge University Press.) (2) *An Introduction to the use of Generalized Coordinates in Mechanics and Physics.* By W. E. BYERLY. (5s. 6d. Ginn.)

Though differing widely, these books agree in possessing a range beyond that of the ordinary school course. Both contain valuable accounts of their subjects. Dr. Macaulay's tract is intended for advanced students and summarizes the work on modular systems, a subject to the knowledge of which he has himself contributed. Prof. Byerly's work makes less demand on the mathematical attainments of its readers. The summaries which conclude each chapter are a feature worthy of imitation.

GEOGRAPHY.

The Romance of Travel. (6d. each. Henry Frowde and Hodder & Stoughton.)

These differ from the above series in that each book is the narration of one traveller. They can therefore suitably be used for continuous reading, that one of the series being chosen which fits in with the geography course. Each book has one coloured picture and many photographs. Such books as these give material with which the geographical imagination can work, and without which geography is an arid study.

Bacon's Large-scale Map of the British Battle Front. (30 × 20 in. 6d.)

A useful piece of work on a scale of four miles to the inch. The Allies' line on July 1 is shown, and the ground gained in "the great push" is plainly marked. Rivers, woodlands, and international boundaries are appropriately coloured, and all canals and railways can be traced. The map is indispensable and remarkably cheap.

War Map of Europe. (6d. net. Bacon.)

A useful map, embracing all the countries involved. It is clearly engraved, distinctly coloured, and on a scale of sixty miles to the inch.

MUSIC.

Among the several firms who are devoting their energies to the publication of educational music, Messrs. Joseph Williams, of Great Portland Street, W., take a leading place, and some of their recent publications should be noted by teachers who are now making their lists for the new term. Easy and effective pianoforte music for children is always difficult to find, and the demand is great and constant.

Three Short Pieces. By THOMAS F. DUNHILL. (1s. 6d. net.)

This little album contains three of the best numbers we have recently seen from the pen of Mr. Dunhill. The "sailor dance" is a capital tune, and its rhythm is irresistible.

Six Pieces for Children. By FELIX SWINSTEAD. (6d. each.)

Mr. Swinstead takes high rank as a writer of children's music. The "Prelude" is a capital study for alternating the hands. "A Frosty Morn" affords good practice in repeated notes. "Evening Song" is a tender little melody for the right hand with an easy accompaniment. "Elevation," "A Lament," and "Two-part Invention," each combine melodiousness with adequate development of technique. Capital teaching material, these.

Holiday Time. By GEORGE TOOTELL. (1s. 6d. net.)

An album of nine little pieces for the young is effectively laid out for the instrument. We like No. 6, although it is rather more difficult than the others.

Mayflowers. By STEPAN ESIPOFF. (2s. net.)

Is a volume of six small pieces without octaves, somewhat after the style of Gurliitt. No. 3, entitled "Banjo," is a clever little skit on that instrument, and, incidentally, is an excellent study in staccato.

Rosalind and Miranda: Two Shakespeare Pieces, by HUBERT BATH, will appeal to more advanced players. "Miranda" is quite charming with its tripping staccato rhythm.

Pianoforte Albums by Modern Composers.

The two numbers we have seen contain pieces of moderate difficulty by Benjamin Godard, D'Ambrosio, Florian Pascal, Esipoff &c.

Progressive Studies.

These books contain a splendid variety of studies in all grades, selected from the works of Duvernoz, Heller, Czerny, Bertini, and other masters who have excelled in this direction.

Half-Minute Violoncello Studies. (By W. E. WHITEHOUSE. 1s. 6d. net.)

An admirable book of short daily studies by the well known Professor at the R.A.M. and R.C.M. These are to be played a certain number of times in a given number of seconds, checked by a watch placed on the music stand.

Singers who have a mind above a ballad, and can appreciate a well-written song, should make acquaintance with Mr. STEWART MACPHERSON's settings of *Six Scotch Songs* by ROBERT BURNS. Other composers have set these words, but none more successfully than Mr. Macpherson. High praise, but well deserved.

Six Lyrics by Richard Middleton, set to music by FLORIAN PASCAL, afford plenty of scope both to singer and accompanist. No. 6, *Chant Pagan*, is a splendidly virile composition, and requires a good singer to do it justice. The ending is decidedly pagan!

TECHNOLOGICAL.

Architectural Building Construction. By W. R. JAGGARD, F.R.I.B.A., and F. E. DRURY, F.I.S.E., M.C.I. Vol. I. (6s. net. Cambridge University Press.)

Most books on building construction present each section of the work—such as brickwork, stonework, carpentry, joinery, roof coverings, plumbing, &c.—in separate chapters, giving typical examples of the various details of construction, with no attempt to show their adaptation to any particular building. Recognizing that such a method of treatment has its objections, the authors have conceived the idea of presenting to the student complete plans, elevations, and sections of two buildings—one a typical detached cottage of two stories, and the other a single-storied workshop having some architectural character—and have utilized the seventeen chapters in a consideration of the constructional details needed in one or other of these buildings. A close perusal of the book convincingly shows that such an arrangement is advantageous to the student, as it allows him to associate the variety of detail with its specific application. The general arrangement of the book reflects great credit upon the authors, a good feature being that the text, which is both lucid and fully descriptive, is closely linked up

with the illustrations. In the illustrations, which are excellently produced, much use has been made of pictorial representation, and this will be of great assistance to the young student. There is evidence on almost every page of the book that the authors not only know the subject thoroughly, but that, with a conscious desire to raise the standard of the study of building construction, they have produced a book which will commend itself to teachers, and prove of great value.

Drawing and Design for Craftsmen. By R. S. BOWERS.
(6s. net. Cassell.)

The author's endeavour is, as stated in the preface, to supply suggestions and advice to all engaged or interested in the various crafts and industries in view of the possible great industrial progress in the near future. In the forty-six chapters into which the book is divided a very wide field has been covered, as practically every kind of drawing and designing is dealt with. Starting with preliminary notes which give advice to the beginner as to selection of instruments and materials, followed by chapters on all the different methods of drawing and projection, such as freehand, model, light and shade, and brush drawing, and geometrical, mechanical, perspective and other methods of projection with their applications, the author deals with practical designing and its applications to all kinds of craftsmanship. The book is profusely illustrated, the number of illustrations being 764. They are uniformly excellent, both in character and arrangement; the variety is of necessity very great, and they are highly suggestive to both the beginner and the skilled craftsman. The book is one that can be confidently recommended to all interested in drawing and design.

CORRESPONDENCE.

THE MATTHAY METHOD.

To the Editor of "The Journal of Education."

DEAR SIR,—I notice in the Journal a letter on this subject. The writer holds that head mistresses are making themselves ridiculous by insisting that teachers should use the Matthay method; and I quite agree with her that anyone who insists on a one-and-only method of doing anything is in danger of making himself or herself ridiculous. I believe Mr. Matthay himself would say that it would not matter very much if you stood on your head and played with your toes so long as you extracted from the instrument the endless gradations of tone of which it is capable, and made intelligible the composer's meaning. And the Royal Academy of Music, on whose staff Mr. Matthay is one of the most valued professors, expressly states that in its examinations any method of technique will be accepted provided the results are good. But the position of a head mistress is very difficult. She may be—often is—unmusical; or, if naturally musical, may have had no technical training. Her suitability for her very important office rests upon something beyond and above technical knowledge in any one department; yet, if she is conscientious, she feels that every department must be efficiently staffed. Can we blame her, then, if she seeks the advice of musical friends, professional or amateur, in whose judgment she has confidence? And, if so many head mistresses are proclaiming their preference for the Matthay method, it looks as if the number of musical people who believe in it must be considerable. It is possible that your correspondent is herself influenced by some "well trained musician" who has assured her that the Matthay method is "merely artificial and cramping"; and if I say that, in my humble judgment, it is just the opposite—natural, and making for perfect ease in performance—it is only pitting the opinion of one musician against another, and does not get us any further.

It may help if one asks, "What would I do if I were an unmusical head mistress?" Well, in the first place, I should never *insist* on a teacher using any particular method. If she is worth her salt, a teacher will, for her own sake and her

pupils', seek out the best methods; but if she cannot teach *con amore* she will never get results. Secondly, I should not *advertise* my preference for any method. It is a direct temptation to applicants to profess knowledge they do not possess for the sake of getting a post. If I had a preference I should keep it to myself until the candidate had laid bare her own soul on the subject of music teaching generally. Thirdly, if I desired a Matthay teacher—and if I were a head mistress I certainly should—I would not engage any candidate without some assurance, either from Mr. Matthay or from whichever of his known pupils has instructed her, that she really understands his principles and has skill in applying them. For that is what the Matthay method means: certain quite simple principles and skill in applying them. In no other sense is it a "method," for in the teaching of technique and interpretation it would be almost impossible to map out, from start to finish, a series of lessons, each "arising out of the last and leading up to the next." There is no "Matthay Method"; but the term is handy, and, so long as we understand how much is meant by it, no harm is done. This, however, is a digression. The point I would chiefly emphasize is that, while a head mistress is surely entitled to a preference, a too early or too candid expression of it may place her in a difficulty for which her lack of expert knowledge finds her unprepared. This is a very real danger.

In all that I have said, or nearly all, I think "M. S." would agree. If on one point we differ—and, after all, she does not advance the opinion as her own—may I say that my judgment has been formed upon pretty close observation during many years?—Faithfully yours,
A. J. C.

THE DIRECT METHOD OF TRANSLATION.

To the Editor of the Journal of Education.

SIR,—In the September number of the *Journal* there is (page 503) a note on an article of mine that appeared under the above title in the July number of *Modern Language Teaching*. In it the writer, after commenting, I am glad to see, upon the moderation of my views, proceeds to defend the Old Method thus:—

"But surely the learner may reach the goal of reading by direct association by passing through the stage of translation, and as a matter of fact it is by means of translation that most of us learnt to read foreign books without translation. Translation was a ladder which we threw away when it was no longer needed. If the matter is looked at from this point of view, the object of the old teacher and the new is seen to be the same."

That the object of the Old Method school is in any sense the creation of the direct association is a startling statement. I wonder how many advocates of the old method will endorse it. Those who do will, I venture to say, find themselves placed in a hopelessly illogical position—so illogical that they will have no alternative but to abandon the old method. For it is not true that they use translation as a ladder, which is thrown away when no longer needed. They use it long after it is needed, and to an extent that tends to defeat a purpose they are here credited with having, namely, the creation of the direct association. Let me try to make this clear.

Translation as a method of instruction may be used (1) to make clear the meaning of new words; (2) to practise the use of the words when known. For example: (1. Interpretation.) Teacher: "What is the French for 'to write,' and 'a book'?" Pupil: "*Ecrire* and *un livre*." (2. Practice.) Teacher: "What is the French for 'I have written a book. Did he write the book?'" &c. Pupil: "*J'ai écrit un livre*." &c.

It is generally admitted that the use of translation as a means of interpretation does not necessarily hinder the direct association. In the article in *Modern Language Teaching* referred to, he went so far as to write:—

"Even if translation were used as the sole method of interpretation, it would still be quite possible to create the direct association, provided that the translation was not persisted in when once it had served its purpose as a means of interpretation, that it was not allowed to become a habit—in other words, provided it was excluded from practice."

The old-method teacher does not observe this condition. Not only does he make translation the chief or sole method of interpretation—a quite indefensible proceeding for reasons which have

nothing to do with the direct association—but he also makes it the chief or sole method of practice. The effect of his method as a whole is, therefore, to foster the habit of translation which is the exact opposite of the habit of direct association; the two habits are mutually exclusive.

Of course, if the pupil, when he escapes finally from the old-method teacher, has sense enough to try to read without translation, the translation habit will drop away if not already too firmly fixed. Sometimes there can be no doubt that it never does drop away; the old method teacher has done his mischievous work too well.

Now if, as the writer of the note in the *Journal* asserts, the object of the old-method teacher is to establish the habit of direct association, then the obvious comment is that he is going a singularly roundabout way to achieve his object. It is like going from London to Paris *via* the North Pole. That the journey's end may, nevertheless, be reached is no excuse for thus starting off in the wrong direction, unless it is to be granted that any way of getting to an end is equally good, however much time and energy be wasted in the process. This I am not prepared to assume.

If it be argued that the direct association ought to be established, I submit that the old method is indefensible. If, on the other hand, the object of the old method is to establish the habit of translation, I suggest that its advocates should at least give one decent reason for professing that object. Have they one?

Let me now turn to another point made by the writer of the note in the *Journal*. He says:

"The use of the two methods simultaneously, the one for easy reading, the other for difficult work, Mr. Kirkman does not discuss, but it is a very important point. A class might be able to apprehend the meaning of a simple French story by merely reading it in French, but might be quite at sea were a French classic in front of it."

I do not admit that a French classic ought to be put into the hands of any class which is so much "at sea" with it that its sense cannot be grasped without constant translation. A certain amount of translation there must, of course, be with any advanced text, but, according to Direct Method principles, it should be reduced to the minimum consistent with clear apprehension of the meaning.

Finally, I read in the note under discussion that—

"Mr. Kirkman sighs for the time when science will be able to tell us exactly how much a pupil translates mentally. Pending that happy event, could he not in his investigations begin with the teachers?"

There is here a subtle suggestion of sarcasm at my expense. The sarcasm would be quite effective if I had happened to say what I am represented as saying. But I said nothing of the sort. I said simply that the amount a pupil translates mentally is a matter of conjecture, and will remain so until the matter has been tested scientifically. I said this as a matter of protest against the sweeping statements that have been made on the subject.

The concluding question in the quotation I cannot answer satisfactorily, for I can only make a guess at what it means. If it has reference to the unfavourable conditions under which the modern language teacher works, I think I am entitled to answer that no one has drawn attention to these conditions more often than I have.

I have done so because the success of the Direct Method depends upon these conditions to a far greater extent than does the old method. The old method can be used by a teacher who has a very slender knowledge of the language he teaches—a fact which accounts for the popularity of the method in not a few classrooms. This is not true of the Direct Method. The teacher who uses it must have an adequate knowledge of his subject; and, what is just as important, he must understand the method itself; or, what amounts to the same, the right principles of language teaching. The supposed failure of the Direct Method is, indeed, almost entirely due to the fact that many who profess to use it do not understand these principles. Some of their critics are only too happy to ascribe their failure to the method and not to the teacher. It is like telling a man who misses the target that it is the fault of the gun. There is no proof whatever that the Direct Method has failed.

There is abundant evidence that it succeeds when the above-named conditions of success are present. What has to be done is to make these conditions universal. That means insistence upon a professional training that does not at present exist. And here we come to the familiar stumbling-block. There is not much use insisting upon an adequate (and therefore expensive) professional training as long as the average wage of the modern language teacher is what it is—disgracefully inadequate.

F. B. KIRKMAN.

UNIVERSITIES AND SCHOOLS.

WALES.

A special meeting of the Court was held on September 16 at Shrewsbury, to discuss the evidence which should be submitted on behalf of the University before the Royal Commission. The Executive Committee had drawn up a series of resolutions, or rather a number of headings, around which the debate chiefly revolved. On the whole there seems to be a surprising amount of unanimity in the Court as to its policy, though some of its decisions were rather unexpected. It is generally believed that the Commission proposes to give the Executive Committee greater powers than it possesses at present in the control of the University, and that it intends to reduce the Court to a great extent to a mere machine for registering its decisions. The new Executive Committee, if these surmises prove to be correct, will be highly academic in its constitution, and will to all intents and purposes be the controlling force in the University. In the three University Colleges, the powers of the Courts or Governors at present are very limited, and only to a slight extent do they determine the policy of the colleges. Indeed, the greater part of their business consists of passing votes of condolence and listening to long reports from the Principals, and it is therefore not to be wondered at that the ordinary member takes but little interest in their proceedings. As the majority of the members of the University Court have had experience of three Courts of Governors, it was therefore very surprising that they were prepared to reduce the University Court to a similar state of impotence. According to the resolution which was adopted, all academic business will be withdrawn from the control of the Court, and therefore its present position as the dominating influence in the University will be seriously undermined.

A strong resolution was passed that the University should be free from all external interference, so as to enable it to develop on its own lines. The authorities strongly suspect that it is the intention of the Board of Education to exercise greater control over the University, and therefore, to safeguard its interests, the above resolution was unanimously passed. Interference on the part of the Welsh Department is not popular in Wales just now.

A further proposition that financial help be requested from the County Councils was, after some debate, also acceded to, but the County Councillors agreed to support it only on condition that greater proportionate representation was granted to them in the Charter. Hitherto the University has not received any direct support from the rates, and therefore it was quite prepared to bribe the Councils by giving them greater representation, provided they supplied a portion of the funds. However, the Court took care that the influence of the County Council element in the University would not be really increased by admitting more of their members, by resolving to transfer some of the more important powers of the Court to the Executive Committee, where the voting power of the lay element will probably be very significant. Principal Sir Harry Reichel showed his distrust of County Council control very distinctly when he stated that it was only on condition that the Executive Committee should become the chief power in the University that he was prepared to admit a greater proportion of County Council members on the Court, and he probably reflects the attitude of the majority of his colleagues on the Senate.

The results of the Annual Examination were published at least a fortnight earlier than usual this year, which was a great convenience to the schools. The Office deserves a great deal of credit for the expeditious manner in which they got over the difficulties inseparable from a shortness of staff.

At the last meeting of the County Council there was another attempt at reaching a solution of the deadlock which has arisen over the residence question. Both sides had, so far, shown not the slightest inclination to compromise or to depart from their original positions; in the meantime, the two schools are closed and some hundreds of children are untaught. But at the last meeting a better spirit seemed to prevail, as the County Council has agreed to meet a deputation from the National Union of Teachers to discuss the whole situation. Let us hope, in the interests of the children, that some satisfactory way out of the difficulty will be found at this round-table conference.

SCOTLAND.

As a result of a discussion in the House of Commons towards

**Preliminary
Examinations
Ordinance.**

the end of the Session, the Ordinance on Preliminary Examinations has been delayed for a time, at the suggestion of the Secretary for Scotland. No definite reason was given for the delay, except that some of the provisions of the Ordinance had caused alarm to the Scotch Education Department. The alarming provisions have not yet been indicated, and it is therefore impossible to discuss them. But any serious interference on the part of the Education Department, which has no authority over the Universities, will be deeply resented. Any suggestions made by the Department will be considered, and it is not expected that there will be long delay in the passing of the Ordinance.

Proposals regarding the teaching of Russian language and literature in the University are under consideration, and it is hoped that a lectureship may soon be instituted. There is a large diminution

Glasgow.

in the number of men candidates for the Preliminary Examinations, but the number of women is practically unchanged. The casualties among students and graduates of the University serving with the Forces have been heavy during the summer. In the months of July and August, forty-seven were killed, eighty-four wounded, and nine missing.

The University has lost a distinguished scholar and able teacher through the death of the Very Rev. Thomas Nicol, D.D., Professor of Divinity and Biblical Criticism since 1899. Professor Nicol took his

Aberdeen.

Arts degree at Aberdeen, with first-class honours both in Classics and in Philosophy, and in 1914-15 he was Moderator of the General Assembly of the Church of Scotland.—By the death of Mrs. William Jackson, of Aberdeen, a large sum of money, bequeathed by her husband, becomes available for the establishment of a Chair of Engineering in the University.—The late Sir James Sivewright has bequeathed £5,000 to Milne's Institution, Fochabers, and £10,000 to the Senatus of Aberdeen University to provide bursaries for students from the County of Moray entering these institutions. For the University bursaries, a preference is to be given to students from Milne's Institution, and especially to those who are sons of stonemasons.

It has been decided that, owing to the War, there will be in 1916-17 only two terms, instead of three, in the ordinary courses in Arts and Science. The first

Edinburgh.

and second terms will each be extended by one week. In most of the honours courses there will be no change in the present arrangements. The women medical graduates and students and their friends have offered £4,000 to the University Court in order to facilitate the introduction of women students to the classes of the Medical Faculty, on condition that women are admitted to professional teaching, that the privileges enjoyed at present by men students are given also to women students, and that the instruction is provided at an early date. The Court has accepted the offer.

At the annual general meeting of the Institute in Edinburgh on September 16, a resolution was adopted protesting against the absence of representatives of Scottish teachers on the Committees appointed by the Government to consider the place of

**Educational
Institute of
Scotland.**

science and modern languages in our educational system, and resolving to take immediate action to impress upon the Government the necessity of appointing a special Committee to inquire into the whole system of education in Scotland, with due representation of teachers. Dr. Morgan, who moved the resolution, pointed out that on the Government Committees there were representatives of English public schools and Universities, but only one representative of a National school, and not a single Scottish teacher of any grade—primary, secondary, or University. A resolution was also adopted in favour of entrusting the local administration of education to County Councils, and, in the case of the four "county" cities, to their Town Councils. The meeting approved the draft proposals on union with the Secondary Education Association and the Class Teachers' Federation. It is expected that the Union will be completed in September 1917. It was reported that the contributions to the Scottish Teachers' Fund for War relief amounted to over £35,000. Large sums have been given to the Prince of Wales's Fund, to Belgian relief, to the Y.M.C.A., and to the Scottish Women's Hospitals. To the special fund for teachers and their dependents a sum of £12,750 has been allotted. Mr. Neil S. Snodgrass (Govan) was elected President of the Institute, in succession to Mr. Robert Dickson.

IRELAND.

An interesting ceremony took place in Trinity College on the afternoon of August 5, when a pair of silver cups were presented

from the citizens of Dublin to the Commandant of the Officers' Training Corps, and by him handed to the Provost, as a perpetual trust, in commemoration of the defence of Trinity College during Easter week. It is proposed out of the remainder of the Citizens' Commemoration Fund to endow a bed in Sir Patrick Dunn's Hospital, for the benefit of the University Officers' Training Corps.

A special meeting of the University Senate was held on September 15, for the purpose of conferring medical degrees and licences on students desiring to join the Forces.

University College, Dublin, has lost a valued member of its staff through the death of Lieutenant T. M. Kettle, of the Royal Dublin Fusiliers, who was killed in action on September 9. Lieutenant Kettle, who was only thirty-six years of age, was a man of scholarly and versatile attainments, skilled both as a writer and a speaker. An old pupil of Clongowes Wood College and a graduate of University College, Dublin, he joined the Irish Bar, and afterwards represented East Tyrone in Parliament from 1906 until 1910, when he was appointed Professor of Irish Economics in the National University. Shortly after the outbreak of the War he joined the Forces, and took an active part in recruiting before himself going to the Front.

Since the beginning of September the secondary schools have been in full work. The Intermediate pass lists were published in August, followed by the honours lists early in September. The number of boys examined this year was 6,644, as against 6,392 last year; of these, 3,839 (or 57.8 per cent.) passed, as against 3,904 last year. Among girls, the total number examined was 4,532, of whom 2,604 (or 57.5 per cent.) passed, the corresponding numbers last year being 4,088 and 2,622. The proportion of students who passed with honours is somewhat smaller this year than last, both among boys and girls. The Board has this year made a new departure, by publishing in the honours lists the examination numbers only of the successful candidates, without giving their names and schools; consequently the newspapers have had to relinquish their usual practice of tabulating successes and arranging the schools in order of merit, and, incidentally, of complimenting individual students on their performances. The schools have to some extent made up for this abstinence by publishing their own results in full, with the names of prize winners, in the advertising columns. The reason for this change on the part of the Board, it is understood, is the desire to prevent the kidnapping by some schools of clever pupils from others.

The Irish National School teachers have at last been successful in their long struggle to secure the monthly, instead of quarterly, payment of their salaries. It is hoped that the change will be carried through before the close of the current financial year.

The Commissioners of National Education recently issued a memorandum to school managers, forbidding the wearing of political badges by teachers or pupils in National schools at any time.

At the opening meeting of the session of Rathmines Municipal Technical Institute on September 14, the Principal, Mr. Arthur Williamson, M.A., in an address on "Preparing for the Economic War," said that the two most urgent needs of Irish elementary education at present were a much higher degree of compulsion in attendance and the issue universally of a higher leaving certificate, such as had already been adopted in Belfast, which would assist employers in their selection of juniors and would facilitate the work of the technical schools. The Rathmines Institute is including classes for gardening in its program for this session.

One of the most active workers for the higher education of women was Miss Mary MacKillip, one of the Principals of Victoria High School, Londonderry, who died on August 13. One of the early graduates of the Royal University, she worked with unflagging zeal in the cause of education, and, besides her work in Victoria High School, was one of the Principals of the Northlands School of Housewifery in Londonderry, under the Department of Agriculture.

The annual Oireachtas was held in Dublin during August 7-12, and, despite some inevitable drawbacks owing to the absence of prominent language workers, there was no lack of animation and interest in the proceedings. Dr. Douglas Hyde, the late President of the Gaelic League, having refused to resume office, the choice of his successor for the coming year fell on Prof. Eoin MacNeill, hitherto Vice-President—though this appointment, under present circumstances, must be considered purely honorary. The summer colleges have all been in work during the holiday months July and August, and maintained their level of attendance. The Leinster College of Irish opens its eleventh session on September 23. The report of the session 1915-16 is a gratifying one, and the work of the College received high praise from the Department Inspector.

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PRIZE COMPETITIONS.

The winner of the Translation Prize for July is Dr. R. L. Batterbury, Berkhamsted.

The Translation Prize for September is awarded to "Escholier."

Les mots ne coïncident pas d'une langue à l'autre, exactement, et ne peuvent que rarement se juxtaposer. Il n'existe entre eux aucun lien de dépendance réciproque: pour un rapprochement accidentel, dix écarts surgiront aussitôt. La langue d'une nation est parfaitement adéquate à son tempérament intellectuel et moral, mais, et à cause de cela même, elle lui est exclusivement personnelle. Chaque mot traîne après lui un cortège d'associations et de souvenirs anciens, d'impressions inconscientes et héréditaires que l'on ne saurait traduire. Pour ne prendre qu'un exemple, nous apprécions bien, en France, l'attrait du coin du feu, le charme de la chambre claire et coquette où, parmi le savant désordre des meubles pittoresques, les heures s'écoulent légères en conversations aimables, où l'on admet et choie les enfants, où se marient harmonieusement le bien être, le bon goût et le luxe; mais nous ignorons le confort solide des intérieurs anglais, la cordialité tonique et virile, presque toujours moralisante même, qui y règne, le charme du repos, en ces fauteuils profonds où s'abandonner est "comme un triomphe remporté sur la vie hostile," la quiétude des longues soirées d'hiver à laquelle prédisposent le climat humide et froid, et, souvent, la vie trépidante de la cité, de sorte que *la douceur du foyer* est, pour un Français, tout autre chose que le "*home, sweet home*" d'un Anglais. Les traduire, l'un par l'autre, c'est recouvrir d'un grossier badigeon des nuances délicates, et détruire, d'un coup, notre lent travail de mise au point minutieuse et de création d'atmosphère. La traduction dans nos classes peut être utile, sans doute; elle est même indispensable pour fixer, pour contrôler, pour clôturer une explication; mais elle constitue un exercice indépendant, et d'un intérêt secondaire. Nous pourrions estimer que notre méthode a porté ses fruits si nous voyons nos bons élèves s'en montrer peu soucieux ou s'en déclarer eux-mêmes insatisfaits.

By "ESCHOLIER."

The words of different languages do not exactly correspond with each other, and it is but seldom that they can be placed side by side. No bond of interdependence exists; where you find one accidental resemblance you will find half a score of dissimilarities. A nation's language is perfectly adapted to its intellectual and moral development, and, owing to that very cause, it is exclusively peculiar to itself. Each word brings in its train a host of associations and recollections, of unconscious and hereditary impressions, impossible to translate. To take but one example, we appreciate, in France, the attraction of the fireside, the charm of the light and bright room, where, amid the intentional disorder of the picturesque furniture, the hours pass lightly by in pleasant converse, where the children are admitted and petted, where well-being, good taste and luxury are harmoniously blended; but we are ignorant of the substantial comfort of British interiors, the tonic and virile cordiality, nearly always accompanied by a moral influence, which reigns therein, the restful charm of those capacious arm-chairs in which to recline is "like a triumph gained over hostile existence," the quiet of the long winter evenings to which we are predisposed by the damp, cold climate, and often by the excitement of city life. So that the *douceur du foyer* (charm of the fireside) is, for a Frenchman, quite a different thing from the "home, sweet home" of an Englishman. To translate one by the other is to cover delicate shades of meaning with, so to speak, a coarse wall-paint and to destroy at a blow our slow work of minutely focusing and creating an atmosphere. Translation may be useful in our classes, of course; it is even indispensable in order to fix, to verify, to round off an explanation; but it constitutes an independent exercise, and is but of secondary importance. We may consider that our method has borne its fruits if we see our best pupils take little interest in, or declare that they are dissatisfied with it.

An anonymous competitor takes us soundly to task for the passage set last month. "Such a piece of literature ought to be written in *correct* language. '*Trépidante*' is not french (*sic*) and so is '*insatisfaisants*.' Besides, the last sentence violates the rules of grammar." To point out that our correspondent's critique is not written in correct English would be "unsatisfactory," and we

(Continued on page 600.)

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The commonest fault was a word-for-word rendering. Thus, in the first sentence, I would suggest: "In no two languages do words exactly tally, and it is but rarely that they cover the same ground. No word is the exact counterpart of the other; between the pair there is no pre-established harmony." "Juxtaposition" and (later on) "personal," without some qualification, are unsatisfactory. *Claire et coquette*: "well-lighted, dainty," "stylish" is a hopelessly vulgarized word. *Savant désordre*: "this studied disarray." *Où l'on admet*: "where children are welcomed and petted." To translate *bien être* by "comfort" is an obvious fault. "Comfort," used later, is a distinct English word. *Moralisante*: "with a moralizing (or edifying) intention." *Comme un triomphe*: "a victory in the battle of life," or "over our arch-enemy life"; few observed that this is a quotation, whence I know not. *Recouvrir*, &c.: "to blurr with a coat of whitewash all the delicate lights and shades." *Mise au point*: "focusing." *Fixer*, &c.: "defining, checking, and clinching an explanation."

The prize would have been awarded to "Erigena" but for the unfortunate omission of a whole clause.

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REQUIRED in January a well qualified ASSISTANT MISTRESS to teach Latin and English. Initial salary £110 to £120, with annual increments according to the Committee's scale.

Forms of application may be obtained from Mr. E. COUPE, Technical Institute, Ladywell, Dover.

September, 1916.

FRAS. W. CROOK, Secretary.

ULVERSTON VICTORIA GRAMMAR SCHOOL.

Wanted an additional SCIENCE MISTRESS (not temporary), a graduate in Science, specially qualified to give instruction in Physics and Chemistry. The Mistress appointed will be required to take an active interest in the girls' Games.

Initial salary £100 to £130 (according to experience), rising by annual increments of £10 to £170, in accordance with the scale of the Lancashire Education Committee.

Forms of application may be obtained from the undersigned, and must be returned so as to arrive not later than October 13th.

FRED. W. POOLE.

Secretary.

Council Offices, Ulverston.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten **free of charge** and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

STUDENT-TEACHER (Resident)

wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.

MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N.

WANTED, January, Experienced

HEAD KINDERGARTEN MISTRESS, to have charge of Students. Large Kindergarten. Sinking with junior forms. Salary £110—£125 according to qualifications. Apply, before October 15th, HEAD MISTRESS, Macclesfield High School.

STUDENT-MISTRESS Wanted

immediately in Clergy Daughters' School. Preparation for Cambridge Higher Local, or Music and Drawing, in return for keep with younger girls. Apply—HEAD MISTRESS, St. Mary's Hall, Brighton.

TYPEWRITING.—Testimonials (a

speciality) 8d. per dozen copies, perfect work guaranteed. MSS. neatly copied, 10d. per 1,000 words — Miss DEXTER, 4 Gainsborough Road, North Finchley, London, N.

Posts Vacant—continued.

LONDON COUNTY COUNCIL.

THERE are vacancies in Secondary Schools as follows:—

THE COUNTY SECONDARY SCHOOL, FULHAM, MUNSTER ROAD, FULHAM, S.W.

(a) An ASSISTANT MISTRESS to teach French and English and take charge of a form.

(b) An ASSISTANT MISTRESS to teach Chemistry and Botany throughout the School.

THE COUNTY SECONDARY SCHOOL, SYDENHAM, SYDENHAM HILL ROAD, S.E.

A SENIOR FRENCH MISTRESS, experience in the reform method of teaching essential.

THE COUNTY SECONDARY SCHOOL, PECKHAM, PECKHAM ROAD, S.E.

(a) An ASSISTANT MISTRESS to teach Mathematics.

(b) An ASSISTANT MISTRESS to teach French and English.

The successful candidates for the above posts will be required to commence work in January, 1917.

HIGHBURY HILL HIGH SCHOOL, Highbury Hill, N.

An ASSISTANT MISTRESS to teach German and Latin to commence work at half term (31 October, 1916).

Salary in each case from £120 a year according to experience, rising to £220 by annual increments of £10.

Secondary School experience is essential. Apply to the EDUCATION OFFICER (H 4) Education Offices, Victoria Embankment, W.C. (stamped addressed foolscap envelope necessary). A form of application will then be sent. Form must be returned by 11 a.m. on 14th October, 1916. Canvassing disqualifies.

JAMES BIRD,

Clerk of the London County Council,

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted, to begin work February 1st, 1917, four Resident MISTRESSES:—

(1) A SECOND MISTRESS to teach Mathematics, with English as second subject. Salary £120, £130, and £140 in three successive years.

(2) KINDERGARTEN MISTRESS. Higher Certificate N.F.U. Part II, who can undertake the instruction of Students in training. Ablett Drawing desirable. Salary £90, £100, and £110 in three successive years.

(3) MUSIC MISTRESS, L.R.A.M. or A.R.C.M. with special qualification in Singing, to teach Singing, Solo and Class. Salary £100, £100, and £110 in three successive years.

(4) MUSIC MISTRESS thoroughly qualified to teach Violin and train small Orchestra. Ability to assist in teaching either Piano-forte, Violoncello, Harmony, or Aural Culture will be a recommendation. Salary £90, £100, and £110 in three successive years.

The School is Boarding and Day under a Committee. Board and residence during holidays included, if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

BANGOR NORMAL COLLEGE.

—Wanted, a DOMESTIC SCIENCE and NEEDLEWORK MISTRESS to commence duties in January 1917. Salary £100 to £120 resident according to qualifications and experience. Form of application may be obtained from the PRINCIPAL, Normal College, Bangor, North Wales.

APPLICATIONS are invited for the

temporary post of ASSISTANT in Botany in University College, Reading, rendered vacant by the absence on war service of Mr. R. C. McLean, Lecturer in Botany. Further particulars may be obtained from the REGISTRAR.

MARY SMITH, B.Sc. (Teacher's

Diploma), undertakes "graphing," all kinds of School clerical work. Corrections at home. Special arrangements for Typing.—9 Brynmaer Road, Battersca Park, S.W.

Posts Vacant—continued.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents, 34 BEDFORD STREET, STRAND, LONDON, invite applications from well qualified Mistresses for the following immediate and next Term Vacancies:—

Appointments to be filled as soon as possible.

Mathematics, Heat, and Light, £70 res.—Physics, £150 non-res.—Science, £100 non-res.—French, £120 non-res.—Form subj., with French, Latin, and Drawing, £60 res.—For Public High School near London, French and German. Degree desired, £130 non-res.—Good French, and some other subjects. Liberal salary, res.—Latin as chief subject, County School, £100 non-res.—English, Botany, and Nature Study, £70 res.—Chemistry, £100 to £140 non-res.—Form Mistress with Mathematics and French, £55 res.—Mathematics, Latin, and English, £60 res.—Science, Mathematics, and Geography, £135 res.—Two Mistresses for London School, £80 respectively non-res.—General subjects, and Botany, £85 res., or £130 non-res.—Mathematics, and English, £50 res.—Mathematics, English, and History, £55 res.—Art Mistress with Junior Music, if possible, good salary.—French, and English, £90 non-res.—Music and Class Singing, £50 res.—Mistress for French, fair salary, non-res.—Mistress for Form Work, £45 res., or £85 non-res.—Mathematics, and Botany, with Physics or Chemistry, £130 non-res.—Mathematical Mistress, Churchwoman, £110 non-res.—Classical Mistress, £120 non-res.—Mathematics and Geography, £50 res.—English, Mathematics, and Science, R.C. necessary, £60 res.—English, Arithmetic, and French, £50 res.

70 Student Governesses required for good schools, on mutual terms. Board, residence, and advantages, in return for services.

January Vacancies.

Science Mistress, County School, £140 non-res.—Mathematics, Latin, and Arithmetic, £60 res.—Mathematics, Botany, and English, £60 res.—General subjects for young boys, £45 res.—Gymnastics, Dancing, and Games, fair salary, res.

Colonial and Foreign Appointments.

First-rate English Mistress, good at Games, £145 res. (China).—Three Kindergarten Mistresses. Salaries: two at £80, and one at £90 res. (S. Africa).—Three English Mistresses for S. Africa. Salaries, respectively, £80 and £90 res.—Violin Mistress, £100 res.; also Mistress for Piano, £90 res. (S. Africa).—Mathematics and Elementary Science, £100 res. (Ceylon).—Form Mistress with Mathematics, £100 res. (Canada).—Governess for Family in Norway. Music and Drawing necessary, £50 res.—Numerous other Vacancies for Senior and Junior Mistresses.

Address—GRIFFITHS, POWELL & SMITH, 34 Bedford Street, Strand.

SCHOOL VACANCIES.—

(Berks.) Science Mistress, £100 resident. (London.) Sciences, Drawing, £60.—(Norfolk.) Senior English, £45.—(Hants.) Mathematics, £50.—(London.) Assistant Mistress, £40.—HOOPER'S, 13 Regent Street. Many excellent Vacancies. No booking fee. Stamp.

GOVERNESS wanted. (Essex.)—

Responsible charge; girls 11. 8. Usual subjects: good Drawing: £60. Five servants.—(Glos.) Girl 14; Prepare for Cambridge Senior: £45.—(Wales.) Girl 11; Good Music: £40.—(Surrey.) Titled family; entire charge; girl 8; £40. Nurse helps for two younger. Fourteen servants.—(Durham.) Boys 8, 7, 5. Good Salary.—HOOPER'S, 13 Regent Street, London. No booking fee. Stamp.

ENGLISH MISTRESSES required

immediately, to teach Mathematics.—(Wales.) 70 pupils: 8 Mistresses.—(Middlesex.) 90 pupils: 10 resident Mistresses. Good salaries.—HOOPER'S, 13 Regent Street, London. No charge till placed. Many other Vacancies. Stamp. Also applications from Graduates and fully qualified Mistresses invited for posts for January 1917. Schools transferred. Established 1881.

BIRKENHEAD HIGH SCHOOL,

G.P.D.S.T., Ltd.—(1) Wanted, in January or sooner, SPECIALIST in Botany and Geography, some Physics. Salary £110—£120. (2) In January, a JUNIOR FORM MISTRESS. Subjects: English, History, Drawing, Manual Work, Games (not Hockey). Salary £100—£115. Apply—HEAD MISTRESS.

TYPEWRITING.—Good work at

moderate charges. Authors' MSS. carefully copied, and treated confidentially. Testimonials and Examination papers typed and duplicated. Miss SEWELL, 30 Park Road, Wimbledon, S.W.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. 5,392. **TRANSFER** of old-established Middle-class Boarding and Day School near London. 88 Girls. Gross receipts about £1,000. Rent £112. About £250 required.

No. 5,381. **TRANSFER** or **PARTNERSHIP**. Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £800 to £1,000 capital required.

No. 5,380. **TRANSFER** or **PARTNERSHIP**. High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

No. 5,379. **TRANSFER** of Boarding and Day School in a healthy suburb of London. 41 Girls, of whom 5 are Boarders. Gross receipts about £1,600. Very moderate sum accepted for goodwill.

No. 5,377. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON**. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. 5,375. **TRANSFER** of exceedingly flourishing Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET**

PROFIT ABOUT £1,000. 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. 5,370. **TRANSFER** of old established and successful Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES**, standing in 3 acres of grounds. Only £500 required for goodwill.

No. 5,367. **TRANSFER** of old-established and successful Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. 5,360. **PARTNERSHIP** in one of the best-known Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

No. 5,359. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL**, close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders, at present contains 10. Suitable for a lady **WISHING TO MOVE**, or with a **GOOD CONNEXION**.

No. 5,356. **PARTNERSHIP**, suitable for a **WELL QUALIFIED MISTRESS**, in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well qualified partner, especially with a little general connexion, **LARGE CAPITAL NOT REQUIRED**.

No. 5,346. **TRANSFER** of first-rate Boarding School of highest class, near London. Magnificent premises. Over 40 Girls. Gross receipts about £6,000. About £1,500 necessary to negotiate.

No. 4,941. **TRANSFER** of very flourishing School, for the daughters of gentlemen, in a healthy suburb of London. About 70 Girls, chiefly Day Girls. Gross receipts nearly £3,000. Net profit about £1,200. Exceedingly good premises.

No. 4,804. **TRANSFER** or **PARTNERSHIP**. Old-established Boarding and Day School in Sussex. 20 Boarders and 15 Day Girls. Goodwill about £500.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require full particulars before arranging introductions to their clients. No charge is made to Purchasers.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE. EDUCATION COMMITTEE.

APPOINTMENT OF ORGANIZER OF EDUCATIONAL HANDWORK.

Applications are invited for the post of **HANDWORK LECTURER** under the West Riding Education Committee.

The Lecturer appointed will be required to conduct a number of classes for teachers and to visit public elementary Schools to demonstrate, advise and report as to the Handwork teaching. She will be required to devote the whole of her time to the duties of the post.

Salary £180 per annum.

Candidates must be women, preferably holding the Higher Froebel Certificate and should have knowledge of the conditions of Public Elementary Schools.

Applications must be made on forms obtainable from the EDUCATION DEPARTMENT, County Hall, Wakefield, which must be returned, accompanied by copies of three recent testimonials, so as to reach the Education department not later than 9 a.m., on Saturday, November 18th.

Canvassing will be a disqualification.

WANTED immediately, **MISTRESS** to assist in Preparatory Department, and teach Nature Study in Lower School. Higher Certificate of National Froebel Union essential. Salary £120. Apply.—**HEAD MISTRESS**, Wallasey High School, Liscard, Cheshire.

THE KING'S SCHOOL, OTTERY
ST. MARY, DEVON.—Wanted, at once, a **MASTER** or **MISTRESS** (Graduate) for Mathematics or Science. Games and some subsidiary subjects desirable. Salary £120, rising by annual increments to £150. Apply—**F. WYATT, B.A.**, Head Master.

Posts Vacant—continued.

MANCHESTER EDUCATION COMMITTEE.

MUNICIPAL DAY TRAINING COLLEGE.
Principal: **ALFRED L. CANN, B.A.**

The Committee invite applications for the position of **WOMAN TUTOR**; a graduate in History preferred, with English as a subsidiary subject. Last day for application, Saturday, October 14th. Particulars of duties and forms of application from the undersigned.

SPURLEY HEY.

Education Offices Director of Education.
Deansgate, Manchester.

ST. GEORGE'S SCHOOL FOR

GIRLS (INCORPORATED), GARSJURE TERRACE, EDINBURGH.—Wanted, in January, 1917:—**MATHEMATICAL MISTRESS**, competent to teach Mathematics and Senior Arithmetic. **CLASSICAL MISTRESS**. Subjects required: Latin and Greek; English Literature desirable. **SCIENCE MISTRESS**. Subjects required: Botany, Zoology, Nature Study. Honours Degree, training, and experience desired for each of the above posts. Initial salaries £120 to £150 non-resident according to qualifications and experience. Apply at once with full particulars and copies of testimonials, to the **HEAD MISTRESS**, from whom further information may be obtained.

CARLISLE HIGH SCHOOL.—

Required, immediately, **SENIOR ENGLISH MISTRESS**. Degree and experience essential. Salary £140, rising according to scale. Apply at once to the **HEAD MISTRESS**.

THE MAYNARD SCHOOL,

EXETER.—Wanted, next January, **MISTRESS** to teach Modern Languages. Training essential. Some Mathematics or Latin desirable. Apply—**HEAD MISTRESS**.

ADVERTISEMENT and other matter for **NOVEMBER** issue should reach the office by **October 23rd**. Urgent Notices of Posts Vacant and Wanted can be received up to **October 25th** (first post).

Posts Vacant—continued.

REQUIRED, January, for School in Transvaal, **SCIENCE MISTRESS**. Degree or equivalent. Salary £120 resident. Passage paid; hospitality during holidays if desired. Apply—**EDUCATION SECRETARY**, 23 Army and Navy Mansions, Victoria, S.W.

REFINED, well-educated French young Lady Wanted, *au pair*, in English Professor's family. Special facilities for learning English. Boy 8, at school mornings. Walks, mending, light duties, French lessons, music practices.—**CLOSE**, 19 Westbere Road, West Hampstead, London.

SOUTH AFRICA.—Wanted February, 1917, for Girls' High School in Natal, three Resident **MISTRESSES**:—

- (1) **KINDERGARTEN**.
- (2) **SECOND FORM**: good Arithmetic, Writing, Needlework.
- (3) **FOURTH FORM**: Matriculation Botany, Senior English and Arithmetic, Junior French.

Passage paid.

Apply, stating age, qualifications, experience, with testimonials and photo, to A., 73 Manor Road, Wallington, Surrey.

WANTED, young English Lady to teach her own language in Private School. Comfortable house. Salary. High references. Apply to Mademoiselle NEVEU, Professeur, 63 Rue Loigny, Orléans (Loiret), France.

REQUIRED, by November 6th, a Resident **MISTRESS** in high-class Girls' Boarding School, to undertake the Junior English work, Latin, and Mathematics. Apply, with full particulars, stating age, salary expected, &c., to Miss **GLOVER, M.A.**, Birklands, St. Albans.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

ASSISTANT MISTRESSES AND GOVERNESSES.

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36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the IMMEDIATE Vacancies, as well as for the JANUARY TERM, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach General English Subjects, History, or Mathematics. Res.—No 4,881.

MISTRESS required for first-rate Girls' School North-west of England, to teach History, English subjects, and Scripture. Experience essential. Salary £55 res.—No. 4,603.

MISTRESS required for first-rate Training College, to teach Mathematics, Geography, Drawing, and English. Salary £80 res.—No. 4,544.

SENIOR MISTRESS required for first-class Girls' School South-west of England to teach Geography, English History, and Class Singing. Salary £55 to £65 res.—No. 4,491.

MISTRESS required for high-class Girls' School within easy reach of London, to teach History, Geography, Literature, and English in Middle Forms. Salary £45 res.—No. 3,613.

ASSISTANT MISTRESS required for Girls' County School in London, to teach General subjects, including, if possible, Mathematics, German, History, or English. Salary 13s. 10d. per day, for five days a week.—No. 5,164.

ASSISTANT MISTRESS required to teach General subjects, including, if possible, English, French, and German. It would be a recommendation if the Mistress could also offer Shorthand and Typewriting, or Nature Study. The School is a first-rate Private School South-west of England. Salary £40 res.—No. 5,141.

GOVERNESS required for first-class Private School in the North of England, to teach English Literature and History. It would be a recommendation if the Mistress could also take some German or Drawing. Salary £60 res.—No. 5,133.

Mathematical and Science Mistresses.

MISTRESS required for first-rate Boys' School in the North of England, to teach Chemistry and Mathematics up to London Matriculation standard. Salary £120 non-res.—No. 3,460.

MISTRESS required for high-class Girls' County School within reach of London, to teach Chemistry. Salary £140 non-res.—No. 4,842.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach Mathematics as chief subject, and to offer as subsidiary Botany, Geography, Latin, and French Grammar. Salary £60 res.—No. 4,945.

MISTRESS required for high-class Girls' School within easy reach of London, to teach Science Geography, and Mathematics. Salary £70 res.—No. 4,419.

MISTRESS required for Girls' School in New Zealand, to teach two or three of the following:—Mathematics, Botany, History, or French. Salary £100 res. Passage paid out, 2nd class.—No. 4,655.

MISTRESS required for first-rate Girls' College on the South Coast, to teach Botany. Res. post.—No. 4,239.

Kindergarten and Lower Form Mistresses.

ASSISTANT KINDERGARTEN MISTRESS required for first-rate Girls' High School North-east of England, to teach usual Kindergarten subjects, including Writing, Reading, and Arithmetic, and a certain amount of Lower Form work, chiefly English and Arithmetic. Salary £30 res. increasing to £45.—No. 4,313.

MISTRESS required for first-rate Boys' Preparatory School in Scotland, to teach French, elementary English, and Drawing. Salary £100 to £120 non-res.—No. 4,333.

KINDERGARTEN AND LOWER FORM MISTRESSES—continued.

MISTRESS required for first-rate Girls' School within easy reach of London, to teach Junior English, Botany, Drawing, Handcraft, and elementary Science. Salary £50 to £60 res.—No. 4,679.

ASSISTANT MISTRESS required for first-rate Preparatory School on the South Coast, to teach General elementary subjects. Salary £30 to £40 res.—No. 5,163.

JUNIOR MISTRESS required for small Private School in London, to teach elementary English and French. It would be a recommendation if the Mistress could also teach a little Botany. Salary £35 to £40 res.—No. 5,124.

Modern Language Mistresses.

MISTRESS required for high-class Girls' School in the Midlands, to teach French and German to Senior Cambridge standard. Salary £50 res.—No. 4,200.

MISTRESS required for important Training College in London, to teach French, and, if possible, Drawing. Salary £130 non-res.—No. 5,134.

MODERN LANGUAGE MISTRESS required for first-rate Girls' High School, South-east of England, to teach French and German. Salary £130 non-res.—No. 5,130.

Gymnastics and Games Mistresses.

MISTRESS required for Girls' County School in South-west of England, to teach Gymnastics and Games. Salary £100 to £140 non-res.—No. 4,541.

MISTRESS required for Girls' School in New Zealand, to teach Gymnastics and Games. Salary res.—No. 4,656.

MESSRS. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

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3 MILES' Promenade; bracing and sunny. "Leafy Eastbourne." Guide to town and Schools, 1s. 6d. "Register of Accommodation," Guide to amusements, hotels, apartments, 3d. post free.—**STRANGE**, the Printer.

ISLE OF WIGHT.

VENTNOR. — ELLERSLIE BOARDING HOUSE. Specially recommended for those desiring quiet comfortable winter quarters. Good table; comfortable rooms. Ideal position with uninterrupted sea view. Terms from 25s.—**MISS WALMSLEY**.

LONDON, N.

BOARD-RESIDENCE on hostel lines. Inclusive terms for 24s. Apply — 31 Stamford Hill, N.

LONDON, N.

PRINCIPAL of good-class Girls' Day School has bedrooms to let to Teachers or Students. Whole or partial board. Reduction for two friends sharing room. Large, well-ordered house. Terms reasonable. Address—No. 10, 221. *

LONDON, S.W.

BOARD Residence in private house. Terms from 30s. to 42s. per week. Room and breakfast from 21s. Telephone.—**MISS JOWETT**, 62 Longridge Road, Earl's Court.

LONDON, W.

LADIES' INTERNATIONAL CLUB, 74 Prince's Square, Bayswater.—Residential Club.—Students and working gentlewomen. Room, breakfast, dinner, from 19s. 6d. to 28s. 6d. Special terms holidays. Two minutes' walk Kensington Gardens.—Write **SECRETARY**.

LONDON, W.C.

THACKERAY HOTEL, Great Russell Street. First-class Temperance Hotel, opposite the British Museum. Passenger Lift. Electric Light in all Rooms. Bathrooms on every floor. Fireproof. Telephone. Bedroom, Breakfast, Attendance, and Bath, 6s. 6d. per night per person. Telegrams: "Thackeray, London." Telephone: Museum 1230 (2 lines).

LONDON, W.C.

MELBOURNE HOUSE HOTEL, 21, 22, 23 Bedford Place, W.C. Old established private Hotel and Pension. 5s. Bed and Breakfast. "En pension" from 2 guineas weekly. Telephone: Gerrard 4718.

LONDON, W.C.

HOSTEL for Professional Women and other Ladies. Near University College and British Museum. Central; quiet.—**MISS H. VEITCH-BROWN**, 6 Lansdowne Place, Brunswick Square, W.C.

LONDON, W.C.

THE TEACHERS' GUILD CLUB, 9 and 10 BRUNSWICK SQUARE, W.C.—Open to Teachers and all interested in Education. Club Rooms, Dining Room and Library. Bedrooms from 3s. a night, including bath and attendance, electric light, central heating, lift. A few rooms can be let to permanent residents. Meals as required. Tariff moderate. Russell Square Tube Station 2 minutes. Tel.: Museum 1950

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TWO unfurnished rooms; use of bathroom; near bus and station.—23 Orchard Road.

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SELECT apartments or board-residence; 10 minutes' P.O.; Indoor Sanitation Company's water bath (hot and cold); farm produce; healthy resort; lovely scenery. Excellent testimonials. Special terms for winter.—**HOLBEAMWOOD**, Wallcrouch, Wadhurst.

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PARTICULARS of the following **HALLS FOR STUDENTS** will be found on 2nd, 3rd and 4th pages of this issue.

CARDIFF.—Aberdare Hall. Miss KATE HURLBATT. ST. ANDREWS.—University Hall. Miss M. E. DORSON.

LANCASTER GATE, W.—St. Mary's Training College Hostel. Miss PAULINE LEVISON.

BRONDESBURY, N.W.—Maria Grey Training College Hall. Miss KATHARINE L. JOHNSTON.

LIVERPOOL.—University Hall. Miss DOROTHY CHAPMAN.

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THE DEVELOPMENT OF SUMMER SCHOOLS.

A COMMONLY noted characteristic of teachers is their tendency to keep too closely within the orbit of school interests and concerns. In this they are perhaps no more open to criticism than the members of any other profession. Clergymen, doctors, lawyers—indeed, all who have to earn a living—must be largely restricted in their pursuits, and of necessity devote much of their thought to the profession or business by which they live. The circle of their acquaintance will include many engaged in similar work, and their conversation will assume the inevitable flavour known vulgarly as "shop." For the teacher these pitfalls have yet another, and a more dangerous one, added to them. The broad professional interests tend to be subordinated to the concerns of a particular school, or even of a form or subject. There are many teachers who have never seen any school save the one in which they happen to be working, have seldom thought of the principles of their craft apart from their own limited experience, and will not willingly recognize any obligation towards teaching as a life work. They prefer to cultivate a pompous unconcern towards such urgent questions as the registration and training of teachers and the study of teaching method. Tacitly they support the view of the less informed outsider, who thinks that teaching is easy work, and therefore need not be highly paid.

The race of troglodytes is doomed to extinction in due course, and when the final obsequies shall be rendered to the ultimate survivor it will be found that he and his kind have been helped out of existence by the summer schools. It is these institutions which bring together every year increasing numbers of the younger and more enthusiastic teachers, affording them valuable opportunities for instruction and even more valuable facilities for exchanging views and opinions. During the recent summer holidays no fewer than twenty schools were carried on, and, at the lowest estimate, the attendance must have approached three thousand. The reports which follow will serve to indicate the wide range of subjects included in the curriculum of the various schools. More important perhaps than the list of lecturers and of topics is the note of enthusiasm which runs through the recorded impressions of students. A summer school of the right kind serves as a tonic and an inspiration to the teacher. Difficulties are found to be shared by others, and the informal talks and discussions lead to many efforts at solving them. The social and holiday atmosphere finds its proper place, and there is good reason for holding the schools in centres which afford scope for excursions and for the study of places of historical or archaeological interest. The holiday spirit, however, is strictly subordinated to the main purpose of the meeting. Indeed, in some of the schools there is a risk of overworking the students. This is especially the case in schools which are organized to offer training in handwork subjects. The desire to obtain a certificate or diploma leads some students to become over-eager in the making of models and to forget that models are unimportant in comparison with the principles which underlie them.

The past two years have seen the rise of the Uplands Association and of the school organized at the Woodbrooke Settlement by Mr. F. S. Marvin. Each of these schools has already accomplished some notable deeds, and both seem likely to become centres of wide-spreading activity. The Conference on New Ideals in Education has also held a highly successful meeting, and the numerous "subject-conferences" have been well attended. It is fitting that both types of gathering should develop together. Among the earliest summer meetings in this country were those in connexion with the Extension Lecture movement. These were designed to bring together the students from all parts of England, and to offer them the opportunity of living for

a brief period in the Universities under whose auspices they had been studying. The idea of a subject school was probably borrowed from Sweden, whither many students of handwork had journeyed to practise Sloyd exercises at Nääs. Others went to Leipzig for the summer course in woodwork, cardboard modelling, or metal work. Several of these pilgrims were among the founders of the Educational Handwork Association, which has for some years past conducted successful schools at Scarborough and Falmouth. A notable development has been the institution of schools by Local Education Committees, such as those organized by the West Riding County Council at Bingley, by the Glamorgan Education Committee at Barry, and by the Education Committees of Staffordshire and Shropshire at Newport, where the Harper Adams Agricultural College has been utilized for the purpose of giving to teachers a course of training in rural subjects.

This last-named enterprise illustrates one of the possible dangers of summer school development. It will be unfortunate if teachers are encouraged to hope that by attending a short holiday course they may become qualified to teach handwork, physical drill, or horticulture. It should be regarded as an axiom that, if a subject is introduced into the curriculum of our schools, teachers must not undertake it until they are thoroughly prepared. The idea that the subject can be mastered in a few weeks suggests at once that it is of slight importance. This warning does not, however, diminish the value of summer schools, even in the subjects mentioned. The short course gives a survey of sound methods, and stimulates the interest of the teachers. Many of these return year after year, finding in the summer school the means of enjoying a profitable holiday.

Signs are not wanting that for teachers of the future there will be available a still wider choice of schools, and the interesting possibilities of the Woodbrooke meeting seem to promise a development of schools for working people. The movement is in its early stages as yet, but all who are concerned in education will watch its progress with interest. We look forward to the time when every University will have its vacation school, open to workers of all types, and conducted on the broadest possible lines. The teachers who have given up a part of their holiday to meeting their fellows in conference will assuredly return to their work with new ideas and inspiration.

BANGOR.

THE UPLANDS ASSOCIATION, AUGUST 4-21.

The second Annual Gathering of the Uplands Association was held this year at Bangor. The official report is appended, together with a brief impression from the pen of a student.

1. Summer Meeting, August 4-21, 1916.

This Second August Meeting has shown to all of us that the methods of promoting educational reform which we have adopted are worth pursuing. First and foremost we welcome the opportunity of both formal and informal conversation, and discussion and exchange of opinion. A fortnight is the shortest time in which such exchange can be effected. We arrange for regular classes and lecture courses, but these are only a means to an end. By many routes we hope to reach a clearer conception of those large and far-reaching principles which must underlie any thorough program of reform.

The daily program begins with a lecture (followed perhaps by twenty minutes' discussion) addressed to the whole meeting. The latter part of the morning, summer classes of small size are arranged, offering a choice of studies. One group, especially those engaged in training college work, have worked at psychology and child study; another has dealt with social aspects of education; and a third group, in-

cluding the parents who have joined us this year, have given special attention to relations of home and school.

In the afternoons, "practical" courses are available. Nature Study and Gardening, Scientific Housekeeping, Eurhythmics, and singing have been selected, because work in these directions seems not only to be congenial to the holidays but to be helpful in discovering directions in which "reform" is to be sought. No one can pretend to become a qualified gardener in a fortnight, but the time is adequate to come into real relations with the soil and the plants, and it is our business to find in these special pursuits the universal elements which make them so important to the rising generation. As the years pass we shall probably introduce new "subjects," both in the practical classes and in the theoretical work of the morning hours—such as the direct method of language teaching, geography, and regional survey. Prof. Shelley would this year have conducted a course of practical work in literature if he could have been released from military duties.

Whatever new studies are introduced, they will conform to the same purpose—finding relations between the narrow field of the special student and the complete life of the child on whose behalf we are engaged. There are many Summer Schools which teachers can attend who desire to qualify in various subjects; we do not aim to compete with those, but to complete, and if need be revise, their point of view.

Among those attending the first meeting at Glastonbury, 1915, were two or three families with young children. Their presence among us was not only delightful, but most helpful to our work. We therefore decided to invite parents to spend their holiday at Bangor, bringing their children, for whom we undertook to provide classes for a few hours each day in pursuits congenial to a holiday time, such as Nature Study, Handicrafts, Eurhythmics. So far the response to this invitation has been small, doubtless largely due to war conditions, but we shall repeat the plan next year, for we feel very sure that our efforts to investigate educational reform will be helped by bringing into the circle of discussion and of enterprise those who look at our problems from the point of view of thoughtful parents. We believe that, when the plan is more widely known, it will be appreciated, and parents will be glad to join us both on their own behalf and for the children's sake. It is not our purpose to establish an elaborate scheme of holiday classes for children; to do that would divert us from our main purpose. But by having a certain number of children we can do something, even in the short period of a Summer Meeting, to "demonstrate" the relation between theory and practice.

In addition to the advertised program the students arranged among themselves several conferences on topics which they found of special interest, a concert was offered to wounded soldiers from a neighbouring hospital, folk dancing was enjoyed in the evenings, and an interchange of meetings with the Summer School of the Workers' Educational Association, also held in Bangor, was of mutual benefit. Finally, we had the rare privilege of a visit from Prof. Patrick Geddes on the last days of the meeting.

The neighbourhood of Bangor has afforded us a delightful holiday. The two Wednesday afternoons and the middle Saturday have been set apart for excursions; those who entered for the nature study course took additional excursions. With the Snowdon Range and Anglesea, with Aber and Penmaenmawr along the coast, and the castles of Conway, Carnarvon, and Beaumaris, more was offered to us than the time at our disposal could cover. For this reason we feel that the plan of arranging for one week-end at Bangor before the program of lectures, and another at the close has been justified.

The Normal College is an ideal home for students of education, and Principal Harris has given us a genial welcome.

It is too early as yet to make plans for 1917, but, if the way opens, the general feeling of our members indicates a wish to visit Bangor next year. Not only do the hostels serve capably for the bulk of our students, but Upper Bangor has ample resources in lodgings to meet the needs of

families, and we have been greatly indebted to Miss Pritchard for helping them to find suitable accommodation.

II. The "Uplands Circular."

The centre of interest for the members is the Summer Meeting, and face-to-face intercourse is indispensable in order to find common ground. Some of us may come every year, some only once in two or three years, but our business will always be chiefly done on the spot, not only in organized conferences, but in less formal ways. We find, however, during the rest of the year we need to keep our minds on the common theme, and we have therefore embarked on the *Uplands Circular*, which, although a somewhat costly undertaking, has been found of real use, and we propose to continue it as long as funds permit. Not only does it enable us to report on schools, as stated in our aims, and to review books which throw light on our problem, but it helps students to carry on throughout the year those studies which lecturers have opened up at the meeting. Dialectic, however, soon leads the earnest student to project. We are not satisfied with talking about educational reform, nor even with helping another in improving the details of our varied duties in school or college. This is important, no doubt, but we have come to see that the entire school-life of the child needs to be handled with outspoken and radical reshaping, if the theories we hold by are to be put to a thorough test. If at this moment we had the power (which, roughly, means money to pay the salaries of a few teachers), we should at once start a school, collecting at least a few children, and helping them to live the kind of life which we believe their nature and development demand. But, until we are entrusted with this power, we can render practical service, as well as prepare ourselves better to undertake such a task, by reporting on schools which have been avowedly established to achieve reform. In the *Uplands Circular* we have published accounts of two enterprises:—The Coombe Hill School, at King's Langley, and the Caldecott Community, in St. Pancras, London. We are constantly hearing of others, and, in default of any other agency which will undertake to examine into such institutions, we think that we are fulfilling a useful public service, both in calling attention as widely as possible to the value of such pioneer work, and by inviting the workers to join hands with us and with each other. Some of these schools which have been visited by one or other of us, may be mentioned here, as deserving, in a greater or less degree, of close study—e.g. The King Alfred School, in Hampstead, whose Head Master has been with us at this year's Bangor meeting; The Little Commonwealth, already widely known through the addresses and reports of its Superintendent, Mr. Homer Lane; Dr. Reddie's School, at Abbotsholme, and the Bedales School, at Petersfield, the two latter now at work for over twenty years. The Perse Grammar School, at Cambridge, is not by foundation a pioneer school, but the genius of its head master is enabling it to take rank in this company; and, among public elementary schools, the work of Mr. Arrowsmith in the Mixenden Council School, Halifax, can equally be described as pioneer both in theory and practice. Of another type, but quite instructive in its organization and aims, is The Boys' Scout Farm, established in Kent, by Sir R. Baden Powell. Other enterprises are on the way: Miss Isabel Fry has issued a circular describing the Parm School which she is about to establish at Great Missenden, Bucks, not to train farmers, but to educate boys and girls. In the *Venturer Magazine*, June 1916, reports are to hand of the Venturer's School, which designs to care for neglected children somewhat on the principles of The Little Commonwealth.

In all these institutions, and doubtless in others unknown to us, we believe that common principles of reform may be discerned, some to be traced back to earlier epochs, to Froebel or Pestalozzi, but others characteristic of our own era. No doubt there may be eccentricities in some of them, which time will show to be unserviceable; but our business as students is to seek for what is common to them all, and to find for them a basis in child study and in philosophy. Many of us, engaged in public or private institutions, with all the limita-

tions on personal freedom which these inevitably create, cannot actively share in pioneer work, but we study them and find benefit from association with those who carry on such work.

Although we see no immediate prospect of a school arising directly out of our own efforts, we are getting our ideas into shape, so that, if the way opens, we can be ready. Prof. Shelley, in his visit to us at Bangor, sketched in detail the plans he thinks can be realized as regards a public elementary school, and these have been discussed with great interest. We have also considered how far it is feasible to set on foot a country school for parents who have the means to pay for their children's education. It is intended in the near future to publish sketches of these two proposals, together with an exposition of the principles underlying them.

III. Statement of Principles.

We have found that it assists our thinking to try to define by brief statement the essence of the "reformed" ideas of which we are in search. For that purpose the Committee undertook last year to draft a series of statements, and have been engaged during this year's meeting in adding to these some considerations on physical education. As an Association we are by no means committed, either as individual members or as a body, to express our belief in one or other of them; we do not profess a creed or seek adherents on that basis. But they stand (see below) as theses which can be defended, and as formulating in brief phrase what we think embodies the trend of "reformed" opinion. They are, of course, subject to revision, and we intend to go forward, as time permits, treating of all topics within our sphere that seem to be of real importance.

Principles of Reform in School Life and Teaching.

1. All types of schooling to be pursued so far as climatic conditions will permit in the open air.
2. The school should form a centre for communal activity in which the scholars realize their domestic, industrial, and civic dependence upon their fellows.
3. Individual differences in child nature, and the study of stages in development, should be recognized in any reform of school practice.
4. Balance should be maintained between intellectual, æsthetic, and practical experience, in contrast to the traditional curriculum of schools which exalts unduly the sphere of knowledge as a factor in human development.
5. It is incumbent on places of education to promote mutual understanding and respect between the two sexes; especially at the present epoch, when public opinion is recognizing the partnership of men and women in public affairs.

This duty can be discharged—(a) by extending the association of men and women teachers on the staffs of schools and colleges. (b) By investigations as to the limits within which co-education can be approved. Experience indicates the benefit of co-education up to the age of eleven or twelve years, and again after the age of eighteen. During the intervening years separation may be advisable, not only in the pursuits followed by scholars, but in school attendance; unless a new type of school community could be devised which would recognize the instinctive desire for separation, as well as the benefit gained by social experience. Inquiry along such lines is therefore advocated. (c) By associating fathers and mothers more closely with the aims and methods of the school to which their children belong.

6. Under normal circumstances, a scholar should be educated at home, or in a school near his home, at least until the age of eleven or twelve years.

IV. Membership.

The names of members are printed in successive issues of the *Circular*; so far 125 have been enrolled. If we attempted to classify the members, we should say that training college lecturers are more fully represented than any other group, simply because their studies make it incumbent upon them to keep in touch with pioneer endeavour; but primary, secondary, and kindergarten teachers, as well as a considerable number of private schools, are represented.

We have not thought it to be within our province to cast the net widely in order to secure a large membership, for we feel that the work will best be done if those who join come of their own motion without solicitation.

We should like, however, to make it clear that membership does not depend upon attendance at a Summer Meeting. Greatly as we are helped by renewing acquaintance in this way, there will always be many who cannot come, and we shall of course welcome both the comradeship and the subscriptions of any, whether teachers or parents, who think that our distinctive way of promoting reform is worth while.

The Committee find that some members can come to the Summer Meeting for a few days, but are unable to attend for the whole period. They therefore propose to adopt a rule for future meetings which will meet their case. Hitherto those who came have been required to pay the entire fee for the program, whether they came for a part or for the whole of the meeting; by the new rule members of the Association who can only come for one week or less will only pay half the fee.

Tutorial Study.—The wish has been expressed that members who are at work on Psychology and Child Study, or on Sociology, should be helped in pursuing further the work they have begun at Bangor with Mr. Jackson and Mr. Hindshaw. The Committee are making arrangements for these, and for any other members who may welcome the opportunity of study. Details will be announced in the next issue of the *Circular* (October). There does not seem to be any plan of directed reading or essay writing suited to the needs of teachers who wish for help (apart from working for examinations). It is thought that the tutorial guidance here proposed may meet a real need.

BY ONE WHO WAS PRESENT.

The spirit of the Uplands meeting is suggested in the prospectus. There are not a few Summer Schools doing useful work, but the need seems to be felt of a meeting ground for those whose interests are not limited to a special line of work, but desire to come into practical relations with those large fundamental ideas which are shifting our educational operations to a new base. The impulsive forces of the meeting drove away from departmental thinking. There was no room for discussion of how to "teach" a "subject," and no wish for it. There was little didactic exposition, much clearing of speakers' thoughts, much "thinking aloud." Prof. Findlay's theme was the social bases of education—a broad sociological study rather than a treatment of technical issues. Prof. Campagnac on "Speech and Silence as Means and End in Education" was boldly non-technical. "We are none of us at home; we feel we are not at home—we want to go home. Education is going home." And Prof. Patrick Geddes, with his plans for the ideal University and his regional survey of philosophy, uttered the same cry—flee the littlenesses of conventional practice, break down the compartments in which you grope, seek the abiding truths.

Yet the meeting was no mere floating in a cloudy idealism, as the program shows, and it is an earnest of enlightenment in spirit and deed that so many heavily worked practitioners should forgather in such days as these for so disinterested a study as the Uplands Meeting evokes.

BINGLEY.

VACATION COURSE FOR TEACHERS, AUGUST 2-16.

Under the auspices of the Education Department of the West Riding County Council, a Summer Vacation Course was held at the Bingley Training College from Wednesday, August 2, to Wednesday, August 16. Teachers in the West Riding were offered special facilities in the shape of grants in aid of their expenses, but for others the fee, inclusive of board and residence, was £4. 10s. The course of study included lectures by Prof. Adams (General Course on Education), Dr. John E. Borland (Music), Mr. A. Burrell (Story-Telling and Reading), Dr. O. V. Darbishire (Plant Life), Dr. Garstang (Animal Life), Miss Swanson (Needlecraft), Miss Plaisted (The Teaching of Young Children), Miss Suddards (Hand-

work), Miss E. Perry (Organized Games), Miss Irons (Domestic Subjects), Miss Paine (English).

Special lectures were also given by Mr. J. L. Paton on "Widening Circles of Education," by Mr. Will Rothenstein on "Civic Art," and by Mr. E. J. Dent on "The Appreciation of Music."

Over two hundred students were enrolled, accommodation being provided in the various halls of residence connected with the College. The library was available, and furnished with the special books recommended for use in connexion with the lectures.

Ample provision for recreation and excursions on the neighbouring moors helped to make the social side of the gathering very successful, and those who attended the Course found it a delightful combination of useful work and enjoyable leisure.

BISHOP'S STORTFORD, HOCKERILL TRAINING COLLEGE.

SUMMER COURSE FOR TEACHERS, AUGUST 2-12.

A Summer Course for Teachers was held here from August 2 to August 12. It was attended by 146 teachers. Classes were held in Handicraft under Mr. Bunn, of the Herts County Council, and Miss Tennant, of Luton; in Needlework, under Miss Dyke, of St. Helens; in Dancing, under Miss Traylor, of Southlands Training College; in Psychology, under Miss Fildes; and in Singing, under Mr. Geoffrey Shaw, H.M.I.

The wish was generally expressed that there might be similar classes next year.

CAMBRIDGE SUMMER MEETING, AUGUST 2 TO 14.

The Tutorial Classes Committee, in collaboration with the Local Examinations and Lectures Syndicate of the University of Cambridge, held a Summer Meeting from August 2 to August 14. The chief topic discussed was "Russia," and this attracted a large contingent of Russian and Polish visitors, including M. Paul Milyoukov, the leader of the first Duma. An account of the meetings from the pen of one who attended is added:—

Russians at the Summer Meeting at Cambridge.

When University Extension lectures were first mooted (was it thirty years ago?) how little could the founders have imagined the vast "extension" that the movement would have. Like other vital organisms, it has had its moments of retardation, and might have been supposed not long ago to be setting in for decay. But the intellectual picnics at which superior persons were wont to scoff have developed into a genuine feature of our social life, and perhaps nothing is more symptomatic of the earnest purposes that inspire English men and women at the present time than the gathering of seekers after truth that has just drawn to its close in Cambridge. As one glanced at the various types taken from all classes and nations—there were Colonials, Indians, Danes, Norwegians, Japanese, as well as the large Russian contingent of lecturers—one observed the prevailing expression of what one might call restful expectancy. "Restful," for these were certainly all "workers," whether in the technical or the truer sense, and this was the form of holiday that they had chosen. And "expectant" because the subjects of study had been chosen with admirable insight, to comprise three of the most important problems that are forcing themselves upon us for solution. The "mystery of pain" was dealt with by men who could speak of it in no abstract and unreal sense, but who had themselves suffered the bitterest pain that falls to the lot of humanity, and which is yet so common nowadays that we cease to heed it. "The dead man's knell is there scarce asked for whom?" And they spoke to hearers not one of whom could have been untouched.

The Theological Section would probably in ordinary cases prove less attractive than the rest, but one gathered that particular interest was evoked by the lecturers on "The

elements of pain and conflict in human life, considered from a Christian point of view," as it was broadly described in the syllabus, and broadly treated in fact. Prof. Sorley, the only layman, was perhaps even more acceptable than the Doctors of Divinity of varied schools of thought, who dealt with Human Freedom, Divine Providence, and the like. Among these, the Dean of Worcester (Dr. Moore Ede) bridged the chasm between sacred and secular by his treatment of competition (1) between individuals and classes within the nation, and (2) between nations. His solution could hardly fail to be the obliteration, so far as possible, of competition in the old economic sense, either as regards (1) or (2). Himself one of the earliest of Extension lecturers, Dr. Moore Ede's economics have always been tinged with what were once regarded as Ruskinian heresies, but which are coming to be more and more the truisms of modern economic doctrine.

The problem of Internationalism, suggested by the above themes, was further developed in the main portion of the Meeting, which was provided partly by lecturers on various Russian and Polish questions, and partly by a distinguished group of actual Russian visitors. These striking personalities brought home to us not only what might be called the accident of the Russian Alliance, but the essential sympathy that exists between the best thought of both countries. In type and appearance, it must be confessed, the Russian professors might—if one had not known to the contrary—have been taken for Germans! Rather, it might be truer to say that they belonged to a European more than a strongly marked national species. The most Anglicized of them, from his long residence at Oxford, Prof. Vinogradoff, seemed perhaps slightly more foreign than the rest. His physical type approaches more to one's idea of the Russian as represented pictorially. Foreign accent apart, however, all the lecturers seemed as closely akin to ourselves in feeling and aspiration as could possibly be wished. In manner, they had neither French suavity nor German arrogance, but a simplicity which one suspects may be a peculiarly native product. A pleasing touch, for example, was the first appearance of M. Paul Milyoukov, the courageous leader of the first Duma, and Master of History at Moscow, who stood quietly before the large audience writing notes on the blackboard, and could hardly be persuaded to come down from the platform and make a formal entrance, preceded by the Vice-Chancellor, who was prepared to introduce him in a neat little speech. Such a want of ceremony could hardly have been met in the academic circles of the Fatherland!

Lord Robert Cecil, in his inaugural address, had already struck the key-note, which later speakers reiterated, that Russians had a love of freedom as great as our own. It was, of course, *de rigueur* to pass over the darker side of Russian government with a light touch, but M. Milyoukov, in his lucid exposition of the history and functions of the Duma, made abundantly clear, not only the strict limitations within which politicians in that assembly are restrained, but his own, and (presumably) his fellow-countrymen's universal desire for political freedom. His tone was restrained, but hopeful, though one detected an undercurrent of something like wistful sadness. That freedom will come to Russia, that she deserves and determines to have it, the professors one and all made manifest. But "peace and truth" may not be in our day! In the meantime, who can doubt that the bonds of genuine international feeling were strengthened by the cordial reception the strangers met with, and which, we learned, had greatly touched and impressed them? On our side, it was perhaps something of a revelation to come face to face with so many fine specimens of the *intelligentsia*, whom one is apt to imagine as mostly inhabiting Siberia!

It has been said, as Lord Robert Cecil reminded us, that one can have as much freedom as one likes in Russia—if one keeps out of politics. But our prevailing obsession with politics was to a very great extent shared by these Russian visitors, and the hopes that they formulated of greater political development for their own country found a fervent

echo in our breasts. It has been customary in some circles to speak contemptuously of the work of the Duma, and to opine that its powers will never be in the least on the same footing with those of the English Parliament. It was interesting, then, to note the great importance attached by one and all the speakers to the epoch-making event of the first summoning of the Duma. It was gratifying to English pride to find Freeman's "History of the Ottoman Empire in Europe" and Seeley's "Expansion of England," referred to as books which had made their mark in Russian Universities. Indeed, there was something that not a little reminded one of the leonine appearance of the late Prof. Freeman in Dr. Struvé's fine shaggy head, and the pleasant twinkle in his eye was another point of resemblance. Both suggested a Norse, even something of a Viking origin. Dr. Struvé, in his exposition of the economics of Russia, showed how colonizing within the Empire itself is continually going on, and that the real conquest of the shores of the Black Sea is the conquest made by generations of peasants who have continually added to the area of cultivation further and further to the south. English writers are oftentimes attracted by the peasantry of foreign lands, and particularly by that of Russia, on somewhat sentimental grounds. They find there something that does not exist now, and perhaps never has existed, in a similar form in England. An outward picturesqueness, direct association with nature, quaint and persistent social customs, go far to conceal the less admirable features of peasant life, its narrowness, superstition, and avarice, which (as we are told by those who know) are the usual concomitants in almost every land where the peasantry form a definite social class. Our Russian guests all spoke well of their peasants as the backbone of the nation. But upon this solid foundation the superstructure of the middle and professional class was necessary, in their view, in order to bring about the true significance of Russia in the polity of the nations.

One half suspected diplomatic influence from other than academic spheres in the close interweaving of Polish with Russian interest that was manifest in this section devoted to the study of "Russia and Poland." M. Roman Dmowski, the leader of the Polish party in the second and third Russian Dumas, to whose influence it is mainly owing that the majority of the Poles have ranged themselves on the side of our Allies, was received with acclamations on that account, as well as from the high sense entertained of his personal merit. His all too brief résumé of the history of Poland indicated her weakness in the political sense as being partly due to the very fact that her institutions were more democratic, and her general civilization more advanced, than those of her neighbours at a period when martial strength was even more requisite than internal good government. Such a presentment opened out interesting suggestions on which many diverse opinions might be held. Certainly M. Dmowski carried his English audience with him, and his strong pallid features gave an impression of force and passion, as well as of political sagacity, that seemed to promise great things.

The Cambridge Suffrage Society, according to their usual custom, had organized a meeting to which the Summer students were invited, to hear from Miss Geraldine Cooke an account of the work done by the Millicent Fawcett Hospital Units in Russia. M. Milyoukov graciously consented also to address this meeting, in addition to his more formal labours. He spoke of the work of his countrywomen during the War, how the women doctors and nurses went into the actual trenches to succour the wounded, while the wives of peasants left behind in the villages carried on the whole of the labour usually performed by the men, and in the absence of the vodka temptation, had been able besides to make enormous savings, which were accumulating for the benefit of the country when peace should return. M. Milyoukov was able to assure his audience that his party, the Constitutional Democrats, or Nationalists, had pronounced themselves in favour of woman suffrage, and he gave still further proof of his interest in women by prolong-

ing his visit to Newnham College, where the meeting was held, to the end of the "at home," instead of hurrying off in a self-important way, after the manner of so many great men.

The third topic with which the meeting was concerned was the Economics of Land, on which Dr. Cranage had again succeeded in gathering a notable number of able experts, amongst them Sir Thomas Mackenzie, K.C.M.G. (High Commissioner for New Zealand), Mr. Christopher Turnor, and Miss B. La Mothe (Agricultural Adviser to the Employment Department of the Board of Trade). If the secret thought of each member of the Meeting were a longing that wars might cease from the earth, and in particular that the present horror might be nearing its end, surely the sum of all the teaching received was to point out a way towards permanent peace, in (1) the organization of life on a Christian basis, (2) the cultivation of international friendships, and (3) the arrangement of landed property according to rules of justice, productiveness, and true economic as well as national freedom. Naturally, there was a complete absence of anything that could be called pacifism, either overt or subintended. But it was evident that the students had gathered together with no ordinary desire to add to their own personal culture, but with a hope—ay! more than a hope—that the fruit of their study would be blessed to the world at large.

LONDON.—BEDFORD COLLEGE.

SUMMER SCHOOL OF THE CENTRAL ASSOCIATION FOR THE CARE OF MENTALLY DEFECTIVE CHILDREN.

This is the second summer school arranged by the Education Committee of the Central Association for the Care of the Mentally Defective; the first was held in Birmingham in July, 1915. Each course lasted three weeks. It is hoped that most students will take two courses (elementary and advanced) in successive years.

The special feature of these courses is the visits of the students to schools for mentally defective children. Half the student's time is actually spent in the schools. Obviously, no short course can give the students opportunities of acquiring skill in the class management of defective children, but they can observe the methods of the teachers, the arrangements of the schools, and also have talks with individual children. To arrange for these visits the course must be held during the school term and in a place where there are a sufficient number of schools available. The arrangements made by the Principal of Bedford College were much appreciated both by the directors of the course and the students.

The course falls into four parts—(1) Lectures, medical, psychological, and pedagogical; (2) demonstrations and practical instruction and classes in manual work; (3) Physical exercises, singing, games, and dances suitable for defectives; (4) visits for observation purposes to schools and institutions for defective children and adults.

I. Lectures.

Many lectures were taken by all the students, but students with many years' experience in special schools, and who had attended last year's course, attended advanced lectures, whilst students with little or no experience of defective children had special talks and instruction. The following extracts from the syllabus indicate the scope of the lectures:—

Medical (Twelve Lectures).

By James Kerr, M.A., M.D.: Introductory: Historical review of treatment of mentally defective children. Speech among the mentally defective.

By Frank C. Shrubbsall, M.D., F.R.C.P.: Evolution of mind, biological aspects, nervous mechanism of perception and ideation. Morbid conditions interfering with mental development. Evolution of mind, social aspects, development of control, and problems of moral defect.

By Letitia Fairfield, M.D., D.P.H.: Classifications, definitions,

standards, spurious mental defects, and physical associations of mental defect, school treatment of the mentally defective, social treatment of the mentally defective.

By George E. Shuttleworth, B.A., M.D., &c.: Séguin and physiological education.

By Miss Mary Bell, M.D.: Venereal disease.

By Major Leonard Darwin: Heredity and mental deficiency.

Psychological (Eleven Lectures).

By Miss L. Brackenbury, M.A. (Associate of Newnham College, Cambridge): A general theory of education applied to the conditions of schools for the mentally defective, the mentality of defective children, results of observation in special schools. Four Seminars. The members of the class contributed to the discussion of the subjects, and gave an account of any experiments which they had conducted:—(a) methods of teaching reading to defective children; (b) the apprehension of number by defective minds, number work, practical arithmetic; (c) the co-ordination of manual occupations in accordance with principles of mental development; (d) the government of a community of defectives.

By Miss E. Waterhouse (Mental and Moral Science Tripos, Cambridge, Higher Froebel Certificate, Lecturer in Education, Homerton College): Response to stimulus; the possibility of education; retention of impressions; memory and formation of habits of thought and action; types of memory, apparent and real defect; imagination and reasoning; the importance of the careful interpretation of these processes in the early stages of development, and in abnormal cases.

By Mr. Cyril Burt, M.A. (Psychologist to the London County Council): Experimental tests for subnormal intelligence, the Bine-Simon tests for general ability and special capacities.

Pedagogical (Nine Lectures).

By Mrs. Burgwin (Superintendent of Special Schools to London County Council): Three lectures on the organization of the London County Council Special Schools.

By Miss James (Supervisor of Mental Defectives and Inspector of Special Schools to the Liverpool Education Committee): Education in Special Schools; the teacher, methods of teaching, discipline, moral teaching; the curriculum, relative importance of subjects, the time-table, sense training; the teaching of reading, writing, number, manual occupations.

By Miss Evelyn Fox (Hon. Secretary to the Central Association for the Care of the Mentally Defective): Defective children and adults in relation to their home life, and their position as members of a normal community; the law relating to the mentally defective; the Mental Deficiency Act, 1913, and the Elementary Education (Defective and Epileptic Children) Acts, 1899 and 1914; after care and visits to defectives in their own homes.

By Miss D. C. S. Whiteley (holder of Mme Osterberg's Certificate, Organized Games Lecturer to the London County Council): Recreative games and exercises (five classes for practical work), Swedish free movements, organized games and singing games, country and Swedish dances.

By Miss Norah March, B.Sc., M.R.San.I.: Sex-hygiene, development of the child, physiological characteristics of childhood, puberty and adolescence, prevention of sex ill-health, supervision and training of children, conditions which may be conspicuous in the subnormal child, prevention and correction of certain forms of abnormal behaviour, social safeguarding of the subnormal child.

II. Manual Work.

The special feature this year was industrial toy-making. With the large number of students and the difficulty of procuring toys and materials, it was not possible for the students to make toys themselves, but they were shown by practical workers the various processes involved in the making of simple toys, both hard and soft, suitable for defective children. Further, during the visit to Darenth they saw the defectives themselves making their wonderful toys which, thanks to the instructor, Mr. Bickmore, are such a feature of that institution. Practical lessons were also given in cardboard modelling and in simple Kindergarten occupations and demonstrations in boot-making, tailoring, and wool making.

III. Physical Exercises.

The classes on physical exercises, singing, games, and dancing, were specially helpful. Miss Whiteley arranged for children attending special schools to give demonstrations, and to many it was a revelation of what these children, with careful teaching, could accomplish.

IV. *Visits to Schools, &c.*

The L.C.C. kindly gave permission to the students attending the course to visit the special schools. The students were divided into groups of six, each group included some teachers of considerable experience, as well as those new to the work; they visited various types of schools, for juniors mixed, for elder boys and girls, &c. Six whole days were spent in the schools, sometimes a school was visited twice. No school had more than six students, the maximum being two to a class. The head teachers were most kind and helpful in showing the students their schools, their methods, and in pointing out some specially interesting children. The extra work thus thrown on the school staff was very considerable, and the Committee would like to record not only their own thanks but those of the students, to the teachers.

Visits were also paid to various homes and institutes by small groups of students, and, owing to the courtesy of the Metropolitan Asylums Board and of Dr. Sherlock, the Medical Superintendent of Darenth, the industrial colony, all the students spent a whole day in that institution. The work there carried on by adult defectives was a revelation to many of the teachers.

The Students.—Seventy-eight students (fifty-four resident) took the course; two men only were, owing to the War conditions, unable to attend; several students who applied late had to be refused. Resident students (paying £5. 5s. fees) were accommodated in Bedford College. All non-resident students (fees £2. 2s.) attended there for lectures. The students were most representative and came from every part of the country—Birmingham, Bradford, Bolton, York, Aberdare, Nottingham, Norwich, Reading, Brighton, Glasgow, &c. In certain places Education Committees paid the fees for their teachers, others only releasing them. The large number of experienced teachers who attended made the course specially interesting, and they were most helpful in talking to the juniors.

The following is an analysis of the students:—Special Schools—head teachers, 18; assistant teachers, 26. Elementary Schools—assistant teachers, 13. Institutions—head teachers, 8; assistant teachers, 6. Other workers, 7. Total, 78.

All the lecturers, and every one who came to the college, commented on the keenness and eagerness of the teachers, and on the enthusiasm for the work. From the number of teachers who attended, both this year and last, there seems to be no doubt that these courses do meet a very definite need. Apart from the lectures, the opportunities of seeing other schools and of meeting fellow workers, is keenly appreciated by the teachers, who lead a rather isolated life.

The summer school has again been recognized by the Board of Education.

The Education Committee of the C.A.M.D. hope to continue these courses, and they are considering various modifications which will enable a larger number of teachers to make use of them.

LONDON.—WESTFIELD COLLEGE.

THE FROEBEL SOCIETY SUMMER SCHOOL,

AUGUST 2—23.

The Annual Summer School of the Froebel Society was held at Westfield College, Hampstead, from August 2 to August 23. The Lady Superintendent was Miss L. James, and the list of lecturers included the names of Miss Maynard, late Principal of Westfield College, Prof. Foster Watson, Miss Berryman, Miss Clark, Miss Salt, Miss Cole, Miss Welch, Miss Lulham, Miss Henry, Miss Peacock, and Miss Daisy Clark-Koettgen.

The students were drawn from various parts of the country and exceeded seventy in number. The majority were teachers in Kindergarten departments of High Schools, and their purpose in attending the school was to gain some knowledge of the more recent developments of junior teaching practice. In addition to the courses on technical subjects

there was one on Leaders in Education delivered by Prof. Foster Watson. A student sends us the following impressions:—

For country students it would be very difficult to find a more delightful neighbourhood than Westfield College—close to the beautiful heath, quiet and secluded, and yet within easy reach of any part of London. The grounds of the College are so charming that tired people could rest in them with great content, desiring to go no further afield. The school was opened in the happiest possible way by Miss Maynard, the late Mistress of Westfield College, whose opening address was an inspiration. She soon laid aside her formal notes and spoke out of her experience as a loving elder who would warn us of pitfalls and difficulties, exhort to effort, courage, and perseverance, paint the reward that comes to those who strive to make themselves worthy of their high calling to teach the new generation. As her beautiful address ended, and we feared it might have been rather a strain for her, we remembered her work for the world was only just beginning, for “examples of rare intelligence, yet more rarely cultivated, are not lights kindled for a moment—they live on here in their good deeds and in their venerated memories.”

The school, too, was much to be congratulated on having Miss L. James for its Lady Superintendent, for no one knows better than she how to combine the qualities of a charming hostess with those of a responsible Head. A visitor coming to Westfield College during the first weeks of August felt the load of bereavement and war weariness lifted for a time by the spirit of happiness and gaiety. Hope and high endeavour for the future chased away, in most cases, the horrors of the past two years. There were no dull jills; all were happy at work and play.

The subjects offered for study were: Leaders in Education, Modern Methods as applied to History and to Stories and Story-Telling, Chalk- and Brush-Drawing, Handwork (including Primitive Industries, Weaving, Spinning, Leather Work, Toy-making), Housecraft, Games and Country Dances, Dalcroze Rhythmic Gymnastics. It was not allowed to take all these subjects, and students were strongly recommended to keep to the courses they chose for the whole of the three weeks. Miss James set her face against cram or overwork; Tuesday and Thursday afternoons, as well as the whole of Saturday, were quite free.

It is impossible in a short space to mention at all fully the work done in each section. I myself had the privilege of attending two of the courses, but I heard and saw enough of the others to be sure that it was a loss not to hear them all. But of Miss Berryman's History I can speak from first-hand knowledge. At her first lecture we were all shown some of the possibilities for history teaching, and we were made aware of the meagre nature of our own knowledge of the subject; but so sympathetically did Miss Berryman deal with us that before the end everyone felt they had ideas to work out, new hints to follow, and that from the heights to which we had been taken it was possible to see not only vast tracts to explore, but sign-posts and roads and byways and many pleasant places which it would be possible to visit with the children. Best of all, her audience was inspired with the wonder of man's history on this earth, and saw clearly that each nation as well as each individual is but a link in a wondrous chain, and that progress, in spite of all the failure and sets back to civilization, is the law that can be traced in the history of mankind.

I listened also to Miss Elizabeth Clark's lectures on story-telling, and was instructed as well as entertained. All young teachers must have felt that she was giving them stores for future use; for she gave us from her own stores stories for fun, stories for lessons, stories for history and geography, stories for fancy and imagination, stories to show that children were the same all the world over. She showed us how to tell the great world stories from the Bible without falling into the dangers of unreality or over-familiarity.

It was a great loss to me not to hear Prof. Watson's lectures on “Teachers of Education,” for he, like Miss Berryman, opened out new fields for delightful study, and

enriched his hearers by giving them wider thoughts about education.

The chalk- and brush-work of the Handwork, under the guidance of Miss Welch, Miss Salt, and Miss Cole, were very helpful. These ladies are known to a very large number of teachers not only for their excellent courses of instruction in handwork, but for their unwearied kindness and patience with young teachers and their difficulties.

The Nature Study under Miss Lulham was a delight, and once again this summer the students were led to see for themselves that "Nature is always true, always severe; she is always right, and the errors and faults are always those of man—him who is incapable of appreciating her she despises, and only to the apt, the pure, and the true does she resign herself and reveal her secrets."

The Housecraft course was a novelty; that and the Dancing have already been written about and illustrated in the daily press.

I had the pleasure of dining once at Westfield College during the school course, and was very well satisfied that creature comforts had not been forgotten, and the merry dancing and games that followed convinced me that all the teachers present were human in the highest sense, for a poet has said, "The plays of children often have very deep meaning, for, to speak plainly and concisely, man plays only where he is a human being in the fullest sense of the word, and he has reached full humanity only when he plays."

OXFORD.

VACATION TERM OF BIBLICAL STUDY, JULY 29 TO AUGUST 12.

The Vacation Term of Biblical Study, which was held at Oxford this year from July 29 to August 12, was a very successful gathering. Though the term was a week shorter than usual, the numbers were good and the students thoroughly enthusiastic about their work. They included a good many teachers, of whom a satisfactorily large proportion were head mistresses; but there was amongst them a sufficient number of members engaged in work of other kinds to keep the gathering from assuming a too exclusively scholastic character, and to enable women of different occupations to exchange ideas and to get into touch with one another. The conditions, too, were ideal. The weather was glorious, and some seventy of the students were housed in the fine new buildings of S. Hugh's College which stand in an old and shady garden; whilst many more in lodgings near by were, by the kindness of Miss Jourdain, able to take their meals in college and share in the life. The lectures also were given in the college library, so that the life of the term was focused at one point.

The key-note of the plan underlying the course of study was struck by the Bishop of Oxford in his address on the Priesthood of Christ, delivered at the University Church on the first Sunday of the term—and the ideas of priesthood and of prayer lay at the centre of the fortnight's work. In the first week Canon Box gave an account of the more recent theories concerning the authorship, date, and contents of the books of Ezra and Nehemiah, concluding that Ezra the priest should really be placed after Nehemiah the pious layman, and not before him in the history. Dr. Oesterley dealt with Prayer in the Jewish Church, showing the ideas which have underlain Jewish prayer from early times to the present day, and dealing at length with the Jewish forms of prayer, about which most people know so little and which have so great a bearing on Christian liturgical forms.

In the second week Dr. Darwell Stone delivered a most useful and inspiring course on the Theology of the Priestly Portions of the Hexateuch and of the Books of Chronicles—showing what was the conception of God and of His relations with His people which the writer of P and the Chronicles had in mind and the place of this conception in the scheme of revelation and its relation to the Christian idea. We have grown so accustomed to assuming that P and Chronicles are legalist dry bones that it was almost a shock to find them so full of life.

Prebendary Parsons, in the same week, dealt with the Epistle to the Hebrews in a way very helpful to his hearers. Dr. Sanday gave two delightful lectures on "Babylonian Religion"; Mr. C. C. J. Webb a most interesting single lecture on "The Permanent Meaning of Propitiation." Miss Jourdain read a wonderfully lucid sketch of "The Religious Philosophy of Pascal," and Dr. Selbie contributed a lecture dealing with "The Prophets of the Restored Community," which brought out very clearly their relation to the non-prophetic writings of the period. Hebrew readings were held on Zechariah, Haggai, and Malachi, and Greek and English ones on the Epistle to the Hebrews; and each course of lectures was followed by a conversation class.

The Vacation Term is no mere Summer Meeting, but a serious course of study meant to appeal to teachers and others who are interested in Biblical study. It is satisfactory to find that it is so well attended even during War-time, and it is to be hoped that the fact that lectures of this kind are available in the holidays, and are so largely attended by teachers, will do something to improve the teaching of Scripture in secondary and other schools, which, as we have been hearing on all sides lately, seems so often to lag behind that of other subjects.

CONFERENCE ON NEW IDEALS IN EDUCATION, JULY 29 TO AUGUST 5.

Il fait avec ampleur sur geste de semez et ignore absolument ce que devient la graine.

In the summer of 1914, just before the War, there met together at East Runton, by Mr. Bertram Hawker's invitation, and under the auspices of the Montessori Committee in England, a number of people interested in the Montessori method. In the course of discussion, however, they found themselves so far outstepping the comparatively narrow field of applied Montessorism that the Committee decided to adopt the vague name it at present bears as more suggestive of its aim to welcome and examine every kind of Educational experiment. In 1915 the Conference, already numbering 250 members, met at Stratford-on-Avon. The third Conference, recently held in Oxford, showed an increase in membership of 100.

It would be hard to imagine a pleasanter setting. The Master and Fellows of University College very generously lent their hall for the meetings and opened the 'Fellows' Garden to the members. Time and place conspired with a singularly happy choice of lecturers to make the week a delightful experience to all who took part in it. It is not proposed here to give more than a general impression of the Conference. The papers will shortly be published in full by the Committee and may be obtained at a small cost.

The Committee are to be congratulated on the variety and contrast in the fare they provided; and not the less if we suppose that accident co-operated with design in their selection, as in Nature's happier products. Among the speakers were men of such widely different activities as Sir Robert Baden-Powell, Prof. Fleure, Prof. Geddes, Principal Jacks, Dr. Macan, Sir Henry Miers, Dr. Michael Sadler, and Mr. Henry Wilson, to quote only a few well known names. Religious education, handicrafts, scouting, regional studies, science teaching, examinations, physiological education, the open-air school, self-organized schools, Universities and their re-planning (this last a most brilliant sketch by Prof. Geddes, of University Genealogy, and its application to the Hindu University at Benares), are among the subjects on the Conference program.

Not only were theory and practice illustrated in directly associated papers, as in those of Mr. Wilson and Mr. Cooke, but one paper would throw light upon a previous one with which it had no very apparent connexion. Thus, when Mr. Arrowsmith prefaced his enthralling account of the transformation of Mixenden School, with a sketch of its geographical background, every one must have felt that new light had been thrown on the practical bearing of regional studies and human surveys outlined in a previous lecture by Prof. Fleure. Or,

again, we had the contrast of a revolutionary and conservative temperament when Mr. Arrowsmith, who had just flung down his fiery challenge to the established order, in his account of an experiment as significant in its way as that of Mr. Homer Lane at the Little Commonwealth, was followed immediately by Miss Price, appreciative of inspectors, tolerant of examinations, who recorded her experiment in independent study in a girls' elementary school, involving a scarcely perceptible modification of the regular curriculum, though containing a seed of revolution which in other soil might prove as transforming as that of Mixenden.

Handicraft, which played a significant part in almost every discussion, found its crowning justification perhaps in a phrase of Mr. Arrowsmith. An idiot hand—that is, a hand untrained to do—is a more flagrant denial of God than all the utterances of atheism.

To dwell for a moment on a few main aspects of the Conference: no one could fail to be struck by the remarkable ferment at present stirring in the educational world. Education, like every other activity of our national life, is in the melting-pot, and an increasingly large number of those responsible for its re-shaping—we do not mean the legislators, but emphatically those who have to deal with the young—whether they be vice-chancellors of Universities, lieutenant-generals, professors, inspectors, secondary-school teachers, trainers of teachers, or members of that immense body of elementary-school teachers, are resolved that the system which comes out of the furnace shall be very different from that which went in. From every paper and from every discussion emerged the conception of the child as an individual to be developed, and as a corollary to this the idea of a partnership between teacher and pupil, the recognition that the mind of the child, to use Principal Jacks' phrase, produces a commentary on the text of the teacher which long survives the text; the determination of every teacher that the indictment quoted at the head of this article should not be true of him; the realization of the importance, greater than all instruction, of "*ce grand enseignement qui est l'esprit de la société où l'on vit.*"

STRATFORD-UPON-AVON.

CONFERENCE OF TEACHERS OF ENGLISH, AUGUST 7-12.

Looking back on that crowded week at Stratford, one realizes that the dominant impression was gratitude for the happy inspiration that chose Stratford as the meeting-place for a Conference of Teachers of English.

The little town is an ideal one for such a purpose; there is many a shrine to which you may resort, in the intervals between lectures and plays, to gather food for thought and quickening of impulses, "staled by repetition," under the influence of that most potent of instructors—suggestion.

For the Conference itself, it was pure joy to sit in Shakespeare's schoolroom and to feel his presence brooding over the place. The hours passed quickly as we listened to one able exponent after another of the art of teaching English; and, if the theme lagged, which it rarely did, it was pleasant to wander off into speculations as to what the boy Shakespeare had thought, sitting in his corner by the window—a window seat one felt sure he would have contrived to secure, those three hundred years ago.

One could picture the quiet boy leaning over his decently conned lesson, to which he had devoted just enough time, one fancied, to avoid collisions with the master, and no more, keenly alive to all the humours of the day, prompting a stumbling schoolfellow, disarming the master's wrath with a merry quip, storing that receptive brain of his with impressions for our future delight.

Then, as one idly dreamed on, he became a listener to our twentieth-century views on schools and scholars, and it was absorbing to watch the varying phases of expression flit over that mobile face as one speaker after another rose to deliver his or her views.

One caught a satiric gleam in his eye as one enthusiast laid

down the law on a difficult passage in one of his plays, whilst the chairman uneasily shuffled his feet in obvious disagreement, a kindly, amused twinkle as the question was gravely mooted of his plays as desirable subject-matter for infants! His head was bent forward in courteous interest when a member, in a delightful paper, showed us how we could set our children's feet travelling towards "realms of old," and persuade them to leave the primrose path of dalliance for a climb up the hill "Difficulty," there to gain a view of wider and wider horizons beyond, and so, for as long as time shall last for them, to enter into possession of that land of imagination and books which affords such a sure refuge from the narrow range of experience within which, for most of us, life must be lived.

Then his face would fade and we would come back to reality to hear some one voicing the rueful fact that the schoolmaster and schoolmarm are not, and never were, popular members of society—Shakespeare himself did not like us, there was no denying that damning fact!

In the clearer light and heightened perspective of that week of conference the reason seemed not far to seek. "The fault, dear Brutus, lies not with our stars, but with ourselves, that we are loveless things," with apologies to our kindly ghost.

We children of a larger growth, shut up for the best part of the year in our classrooms with our pupils, are apt to dwindle somewhat to their stature.

Certainly in the self-revealing of discussion we displayed many of our children's faults; the inconsequence we so strongly repress in them we freely indulged in ourselves, and wandered in the most barefaced manner from the subject in hand; this, however, was no great matter, but when we took to criticizing one another's speech instead of speeches, and comparing our schools with others to the latter's detriment, one felt uncomfortably that there was something "rotten in the state of Denmark" and that we do not all escape the warping that is the particular danger of our life of pigmy giants among pigmies.

The majority of us committed the cowardly sins of omission, and, with our courage oozing from our toes, sat silent, obeying somewhat too literally Polonius' behest "Give every man thine ear, but few thy tongue."

"Comparisons are odorous," as Mrs. Malaprop had reminded us a night or so before; still sometimes they are allowable, and one of the pleasures of the Conference was the opportunity it afforded one of comparing the point of view of the schoolmaster with that of the schoolmistress, a comparison from which one derived the impression that, if the boy were left to work too much unaided, the girl might be the better for a little wholesome neglect.

There was rather a curious tendency to compare the elementary-school child with the secondary-school one, as if there were some inherent difference of character between them, whereas surely it is only a question of the furnishing of their minds, one may say; the elementary-school child precociously familiar with the comedy of human life, a stranger more or less to the cycle of ideas derived from books, the secondary-school child carefully screened from a knowledge of the facts of life, but inheriting from its parents more points of contact with the world in general.

Of course we discussed examinations, and listened to a very helpful paper from one who was introduced to us as the "arch fiend of examiners." He described what would be an ideal examination paper if set by an ideal examiner; the proviso stands for much—an examiner with the destructive turn of mind can, as we all know to our cost, shatter the best-laid plans of wiser men. Some of us had hoped for a systematic survey of examinations as they are and have to be wrestled with, from that for the free place or the County Scholarship to the University Entrance or the Leaving Certificate; but, after all, it was a glorious week in August, and most of us had locked that particular skeleton in the cupboard the week before with the blessed consciousness that we should not hear the rattling of its bones for a brief while—and, lulled by the pleasant belief that our best pupils must have passed (exami-

nation results for the most part being yet unpublished), our feelings towards examiners were not acute.

The most delightful hours of that delightful week, however, were those we spent in listening to the present-day makers of literature; when we sat in the theatre and heard Mr. John Drinkwater denounce the theatre of to-day, with an enthusiastic pessimism—no other adjective will describe it—which filled one with hope for the future, nothing surely could be moribund about which anyone could feel so intensely; or when we sat grouped on the lawn of an old Jacobean garden whilst he read his poems to us.

Even more delightful was the hour when we sat spellbound as Mr. Walter de la Mare discoursed to us on Truth in Fiction, weaving for us new and pregnant thoughts about such old favourites as *Pilgrim's Progress*, *Pride and Prejudice*, and *The Return of the Native*.

Well, it was all very enjoyable, and when, like *Oliver Twist*, we would fain have clamoured for more, we were asked to choose that more for next year, and left Stratford with promises of good things to come—more talks from writers of to-day, representations of Elizabethan drama other than Shakespeare, pleasant prospects with which to beguile many a tedious hour of winter and of work.

WOODBROOKE SUMMER SCHOOL, AUGUST 5 TO 14.

Progress in History.

The Woodbrooke Summer School, which was organized by Mr. F. S. Marvin last year, when the course dealt with the Unity of Western Civilization, was repeated in August 1916. This year the subject was "Progress in History." About a hundred and fifty students assembled, of whom some were teachers in elementary or secondary schools, some were members of adult schools, and there was a sprinkling of members of city councils, and labour leaders, who added much life and vigour to the discussions. As last year, Mr. Marvin had got together a group of eminent scholars, who joined in the discussions, and in the informal talks on the lawns or in the dining hall. Not the least valuable was an eager discussion on future developments in education, which took place under the shade of a tree in the grounds, when one speaker ventured to assert that the chief hindrance to intellectual interests among the "workers" was not "chill penury," but the "warm pub."—a remark for which he was severely and perhaps deservedly castigated.

In Mr. Marvin's introductory lecture on the "Idea of Progress," he claimed Lucretius as the first to realize the idea of progress, though it was not until after the Renaissance that the word was used in its full sense. The growth of science, and the prospects this opened, gave the word and the idea their modern context towards the end of the eighteenth century. Tuyot affirms the total mass of human races marches continually though slowly to ever increasing perfection. There are discords between nationalism and internationalism, between capital and labour, between materialism and the life of the spirit, which must be harmonized. Man must fight for any advance worth having, and a review of history gives us encouragement. There has been progress in the length of man's life, in his strength, in his general happiness. We need not fear, for instance, to compare our age with the Elizabethan as to cruelty, duplicity, purity. There has been progress in unity—the world is closer united. As to the future, we must be clear as to the line of advance and put our effort into it, having as our ideal humanity, the greater whole of which we are a part. In the discussion which followed, Sir Oliver Lodge pointed out that humanity was better than social conditions allowed it to be. Children arrive here better than they leave. The conditions of life spoil life. The dreary mean streets and the total environment bring out many vices and sin. Man has the power of helping or hindering progress.

The Middle Ages were not fixed and unprogressive; they were not a period of "Gothic night." Dr. Carlyle, in his account of Progress in the Middle Ages, gave us an entertaining picture of what they were not—a world of crockets and

battlements and dungeons all in ruins; a world in which nothing was understood; where men spent their time in saying their prayers, in making reverent love to their ladies, in carving the heads of the infidel; where knights squeezed tin pots upon their heads, and wandered about in uncomfortable chain-armour. The tenth to the thirteenth centuries were times of great development in European civilization. There was deeper spiritual appreciation of life; the foundations of social order were laid anew; Justice was recognized as the great principle, with law as the method. John of Salisbury, in the twelfth century, defined the King's government as according to law, the tyrant's as outside the law. To the Middle Ages we owe the organization of the administrative system—a Civil Service "to escape from accidental occurrence of great administrative genius." Men came together in Universities in Bologna, in Paris, in Oxford, drawn by the passion for knowledge. The method of teaching instituted by Abelard was no slavish adherence to the authority of any one author. You drew from various authors what was to be said on one side, from other authors what was to be said on the other side, and you drew your own conclusions. It was a rough world, but they knew something of beauty; they had not, indeed, the art of Greece, but their sense of colour we may see in their manuscripts, their constructive genius in their cathedrals.

Mr. Zimmern found much that was good to say of English government in his lectures on "Progress in Government" and "Progress in Industry." If we are not brilliant, nor far-sighted, nor gifted with over-much constructive imagination, still the world has profited much from our instinct for the next step, from our clear-headed practical statesmen, from our eye for character. See what experiments and political inventions are contained in England's history: Trial by Jury, Representative Government, Habeas Corpus, Ministerial Responsibility, Religious Toleration. The special contribution of England to progress in government is the combination of moral purpose and practical skill. In the course of his discussion of improvements in the conditions under which work is done, Mr. Zimmern laid much stress on the need of money for books by the teacher. The teacher must be able to buy and own his books. A good workman is inseparable from his tools, and the teacher who loves his work wants to have his tools always at hand.

Other aspects of progress were dealt with by Miss I. Melian Stawell ("Progress and Hellenism"), Dr. Jacks ("Progress and Morality"), both eloquent and inspiring addresses of which no summary could give an adequate impression, and Dr. Marett sent a competent substitute to read his account of "Progress in Prehistoric Times."

Mr. Clutton Brock, in discussing "Progress in Art," while recognizing that there had been a great decline in Art, affirmed that we are at least aware of our decadence, while in former periods of decadence men were not aware of it. There is hope for us in our growing efforts to exercise the human will on art. The men of the Renaissance, glorying in their enlightenment, scorned the barbarous ages that had preceded them. Yet it was the thirteenth century that saw the creation of the glorious Gothic cathedrals. Gothic, indeed, was used once much as our *Boche* is used to-day. Snobbery is a frequent source of bad art. The beautiful old cottage gardens had to give way to ribbon-borders because these were a sign of social superiority. They showed the possession of a frame. The piano, when a sign of social status, produces much bad music, and Mr. Clutton Brock looks on the gramophone as a particularly devilish weapon. It should be enjoyed only as toothache is enjoyed. "This barrel-organ down a tunnel, this satanic wheeze"—once people learn to enjoy things quite simply, instead of trying to enjoy symbols of their social superiority, they'll break their gramophones, their ribbon-borders, and much else. However, we are largely aware of the naughtiness of our own hearts, and, complacency being the essence of decadence, there is hope for us in our will to improve.

A very notable figure among the lecturers was Baron von Hugel, who contributed as much to the instruction of those

(Continued on page 622.)

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It hardly needed the enthusiastic meeting on the final Sunday to affirm the desirability of continuing the course next year. It seemed to be generally felt that a meeting in the North of England would be advisable, and a small committee was formed to make arrangements. The lectures will form the subject of a book, "Progress in History," to be published by the Oxford Press, and which will doubtless be a worthy companion volume to the "Unity of Western Civilization," which appeared last year.

Concluding Note.

The great success of the second year's summer school at Woodbrooke, and the unanimous feeling that in some form it should be continued, make it necessary to consider the conditions of a successful continuance and the purpose it might serve if developed as it has begun.

Apart from the excellence of the local organization, and the eminence of many of the lecturers, the chief value was doubtless due to having one large subject, of both theoretical and practical interest, discussed in a free and friendly way by people of different mental outlook, living for a time together. The religious spirit and common life of the place contributed largely to the result. One of the outside chairmen who came this year remarked that he thought it was the only popular school of philosophy we had got in England. If this is in any degree true, it is certainly worth doing a good deal to continue and extend and improve it.

To do this it is essential to keep as the main features those things which have ensured success in the past.

1. There should be a social and religious spirit in the school. Such we have gained from living together in a place like Woodbrooke. As one critic has said, it was the "college" spirit about the course, even more than the "University" spirit, which meant so much. If a change of meeting-place is attempted, Woodbrooke should still be regarded as the home, and any place selected as an alternative should have the same possibilities of common life and constant intercourse and discussion.

2. The main lines of study should be large subjects of general human interest, such as we have hitherto attempted, which might be included under the heading of "Progress in Unity." Of such topics there is, of course, an inexhaustible supply. The history of freedom, recent progress in European thought, nationality and humanity, religion and its relation to social progress. The relations of advanced to backward peoples, education and social unity, East and West, occur to one at once, and, as far as possible, subjects should be chosen which have some special interest in the near future.

3. For myself, I should like to include from time to time some piece of more exact thinking treated historically—the outlines of some branch of science or philosophy in its historical evolution. In this way, better than any other, one would gain an idea of the true unity of human thought. And some music, including some folk-songs taught by an expert, would be an admirable addition and strengthen the social spirit.

4. It has been thought that for next year fresh ground might be broken by choosing some centre further north. A public school or training college, preferably in the country and with pleasant surroundings, would be an excellent meeting-place, and suggestions on this point would be very welcome.

5. A permanent committee should be appointed, including, beside the Adult School Union and the Workers' Educational Union, some representation of labour.

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OCCASIONAL NOTES.

A JOINT Board of Scientific Studies has been formed by a number of the leading learned societies to promote the study of science in schools and Universities, and a project for the establishment of a Council for Humanistic Studies is, we understand, fairly under weigh. The British Academy and the Five Associations, whose manifesto in defence of the humanities we published in our September number, are co-operating in the movement. The first business of the Council will be, we suppose, to press the case for humane studies upon the attention of Education Authorities and the public generally, but we hope that it will not be the last. There are other and extensive fields for their activities. The whole subject of humanistic and literary education under twentieth century conditions needs to be thrashed out. Modern studies have been pitchforked into the curriculum in our higgledy-piggledy English fashion without any consideration of their relations either to one another or to the older studies, or of their place in a well-considered scheme of education. The one question, how a liberal education can best be given without Latin and Greek, is an urgent one, and sufficient of itself to justify the existence of the Council. The subjects represented by the Five Associations are all closely correlated, and the place of each in national education, and the conditions of its efficient teaching, need to be considered by the associations in concert. Then there will be the task, which we hope will not be lost sight of, of effecting a concordat with the representatives of science.

IT is sometimes debated how far geography is a humanistic study. The presence of the names representing the Geographical Association amongst the signatories to the manifesto may, we hope, be taken as an indication that that Association regards its subject as one of the humanities, and wishes to see it taught as such. Climate is one borderland. To the teacher of geography as a humane study the facts and results of climate are all important, but the causes of climate are of no importance at all. To the student of the life and history of the peoples of India the monsoons are a fundamental fact, but the causes of the monsoons do not matter in the least. The teacher of geography as a humanistic study may, indeed, touch upon those causes as a subject of great interest, and in order to satisfy the natural desire to trace to their origin phenomena of such great significance; but any such instruction will be subsidiary only, and may be neglected without the main scheme of his teaching being affected. In the same way the humane geographer studies the effect of mountain ranges on the history of nationalities, but he does not want to know what the mountains are made of; the question that interests him most is whether or not they can be easily traversed by armies and traders. In a word, the humane geographer takes the facts of the earth's crust and the earth's atmosphere as he finds them, and investigates their influence on the life of the race; the physical geographer tries to discover the causes of those facts. It is the former study which we believe to be most valuable for boys and girls.

THE manifesto of the Five Associations has, we are informed, received the adhesion of a large number of organizations, including several which represent Natural Science and the teaching profession. One of these is the Association of Public-school Science Masters, a communication from whom has just appeared in the press. They express "their cordial agreement with the principles of education" stated in the manifesto, and their view is that science "should not displace the humanistic studies, but should be complementary to them." No humanist need ask more than this, and no scientist could be content with less. The science masters go on to say that the aim of science is the search for truth based on evidence rather than on authority. If this refers to advanced studies, it is equally true of language, history, and geography; if it refers to school work, the expression "search for truth" seems to us somewhat grandiose: we should prefer to call it the acquirement of knowledge at first hand through the learner's own senses. This is the real *differentia* of school science; but, even so, it must be remembered that in language also the learner is in immediate contact with the objects of knowledge. With the further statement that a knowledge of the facts of Nature assists men to understand how the forces of Nature may be employed for their benefit, and to appreciate the sequence of cause and effect in governing their own lives, every one will agree; but to help us "to see things as they really are, and not to distort them into what we may wish them to be," is surely not the monopoly of scientific studies. But the manifesto, as a whole, is studiously moderate, and should form a good working basis for a talk round a table with the humanists.

SOME light has been thrown by Mr. Bonar Law on the plan of the Government for making a survey of the whole field of education. The survey will be under-

The Committee of Review.

taken by a Sub-Committee of that Reconstruction Committee which will examine the whole question of restoring the normal conditions of national life. The Sub-Committee for education will therefore presumably contain some Ministers, and we may fairly expect that it will include other persons besides. In its terms of reference we are glad to see that the term "reconstruction" is not used. The key-word is "development," and it is development, and not reconstruction, that we want in education. The Sub-Committee will have before it for consideration, amongst other things, the reports of the Committees on Science and Modern Languages. Herein lies a danger to humanistic studies. There is no committee on the humanities, and, though that on modern languages contains a fair proportion of scholars, we must remember that it was appointed in response to a demand for the teaching of the languages as "a business proposition," and we have yet to see what weight it will throw into the humanistic scale. Moreover, there is the last report of the Consultative Committee with its extensive recommendations for scholarships in science. Clearly, there will be a need for a body to state the case for the humanities, and we hope that the new Council for humanistic studies will prove equal to the task.

Head Masters' Manifesto. WE publish elsewhere the manifesto drawn up by a Special Committee of the Head Masters' Association and communicated to the Prime Minister and other public officials. For each of the thirteen articles of faith something may be urged, but there is no attempt to frame a consistent whole, and some appear mutually contradictory. With the demand for compulsory education up to the age of sixteen, and the insistence that evening classes do not meet the need, all educationists will agree. An increase in the salaries and pensions of all teachers to fill the ranks is equally imperative. But on the training of teachers there is not a word. It is recommended that boys shall not be transferred from the elementary to the secondary school after the age of eleven, and every elementary school in the kingdom is to form a list of the promising boys of that age. These boys are to be submitted to an oral and written examination, and the secondary head masters are to have a voice in the selection of free-placers. Such a scheme appears to us Utopian, and the primary head master is likely to protest. The Manifesto passes without warning to a different branch of the subject. Specialization before the age of sixteen is deprecated, and the list of subjects of a general education which includes, "in most cases, French and Latin," will certainly not be accepted by the scientists. Public schools are apparently distinguished from secondary schools, and their entrance scholarships are to be brought into harmony with the non-specialized curriculum. Lastly, "the head master, with his colleagues, should have complete liberty in regard to the external organization and control of the school." We wonder whether the Local Authorities of Leeds and Birmingham will endorse this recommendation.

"THE acquisition of a modern language, however valuable for business, social, or literary purposes, is not necessarily educational." So begins the leading article in *Modern Language Teaching*, for October, and the major premiss seems a harmless negative, but the minor

'Tis we Philologists know.

premiss which follows reveals the purport of the writer, and prepares us for the most extravagant of paradoxes. "To have that quality, knowledge of the language must extend to its development and to its relation with other languages." German, he holds, has been given undeserved prominence, and "for educational purposes the Teutonic languages to be studied are our two sister-tongues, Dutch and Danish." French may survive "by reason of its contributions to our vocabulary," but for educational purposes it must be taught in a different form. The *Lengo d'O* is the basis of Romance philology, and the student, after acquiring the essentials of Provençal in England, will learn how to speak it fluently by passing an Easter holiday in the land of Mistral and Daudet. As a clever *jeu d'esprit*, this article might well have appeared in the *Modern Language Review*, but, as the first article in the official organ of the Association, at a crisis in its constitution, without a word of explanation or warning from the editor, it is, to put it mildly, misleading.

Teachers of Russian. THE teaching of Russian goes steadily forward, and we are constantly hearing of the establishment of classes by Local Authorities. But the point on which we want light is who the teachers are. It would seem to be an elementary rule in a well organized community that no one should be allowed to teach in a public institution who could not give proof of his competence; but we are still a long way from that position in England. The Board of Education has no power of directly preventing the employment of inefficient teachers. They could, no doubt, in the last resort, refuse the grant, but this is an extreme measure which they are not likely to take in any ordinary case. We have a Teachers Registration Council, acting under the authority of an Act of Parliament, but its functions are confined to keeping a list of those teachers who choose to put their names down for that purpose, and the absence of a teacher's name from that list is no proof of professional incompetence. The authorities who appoint teachers of Russian cannot be themselves capable of judging of their qualifications, and probably in many cases find it difficult to get expert advice. Obviously, every professed teacher of the language, or of any foreign language, should be required to produce a certificate of efficiency from a competent authority before being appointed to a public post. The Registration Council ought to be that authority, and it should have an Advisory Committee of Russian scholars and persons with a knowledge of Russia to assist it.

A Loan Fund for Teachers of Russian. FOR some time there will, no doubt, be a need for Russian-born teachers of Russian; but English teachers ought to make up their minds that this period shall be only a short one, and that, before many years are over, the teaching of Russian shall be entirely in the hands of English men and women. We must not have a repetition of the history of the teaching of French and German. "*Securus judicat orbis terrarum*"; the civilized world has decided, with practical unanimity, that in school boys and girls can be successfully taught only by their fellow-countrymen. Now, Russian is a difficult language, the facilities for studying it in England are limited, a period of residence in Russia is essential. Are there no means of assisting young teachers to reside in Russia except waiting for the Government bursaries which may never come? Why should not a Loan Fund be established, from

which loans could be made to teachers who wish to study Russian, to be repaid by them in, say, five years' time? Managed in this way, a sum of a few thousands would go far, whereas, if invested, it would not produce enough to be of much use. Teachers are an honest race, and the loss from failures to repay would probably be small. It would be essential that loans should be made only to teachers of proved competence, essential also that the Fund should be controlled by a committee whose capacity for business would inspire respect. There is more than one society in London carrying on, by means of loans, a large work of training or emigration with a ridiculously small capital.

THE Education Committee of the North Riding of Yorkshire has made a great advance in knowledge. It has discovered that £70 a year is too low a salary for a teacher. It cannot, indeed, claim the credit of having made this remarkable discovery unaided; it needed apparently considerable stimulation by the local Association of Teachers before it was induced to enter upon its investigations. But it is fair to say that, having completed them, it has come to the conclusion that special consideration must be given to those cases, even at the price of an additional £1,800 of annual expenditure. Seventy pounds a year is twenty-seven shillings a week, which, with food at its present price, is equal to about a sovereign in ordinary times. A county which pays its teachers the wages of a carman or a railway porter does not deserve to get teachers, and we do not mind adding that our hope is that in the near future it will fail to get them. Such sweating is as disgraceful as any that can be charged against East End clothiers or Midland chain-makers.

MR. RUNCIMAN, speaking during the debate on food in the House of Commons, was eloquent on the nation's increased capacity for consumption. We have apparently, as a nation, never eaten so much before; the increase in wages has kept pace with the increase in prices; and nothing but the best of everything is good enough for the munition workers. Of the large classes whose salaries are now exactly what they were before the War Mr. Runciman said nothing; he passed by the clerk, the curate, and the teacher as unworthy of notice. Many teachers must be feeling the pressure of high prices severely, and it will be small consolation to them to be told that munition workers are so prosperous that they can buy the best cuts of meat. If the State can pay its shell-makers like this, it ought to have something to spare for those who, in Mr. Pease's phrase, "are holding the lines of communication." The case for a War bonus for at least the poorer teachers is, to put it gently, as clear as that for a War bonus for railway servants, and we hope that the Government will be induced to consider it.

PROF. POLLARD is so well known amongst teachers, and takes such keen interest in their work, that congratulations to him on the brilliant Creighton lecture which he delivered to a crowded audience at University College will not be out of a place in an educational journal. His theme was the "Growth of an Imperial Parliament," and the aim of his address was to show that English institutions have grown, and not been made, that those who are supposed to have fashioned

them were only half conscious of what they were doing, that the soundest policy is not to try to look too far ahead, that a generation cannot legislate for its successors, and that the "dead hand" of the past gripping the present by means of a written constitution may be a great evil. Clearly, there is another side to the question, but with that we are not now concerned. We know something about the "dead hand" in education, and Prof. Pollard might, if he had chosen, have illustrated his theme from the history of schools and Universities. The lecture has been published in *History* (Macmillan), the periodical of the Historical Association.

THE law relating to the whipping of boys for petty offences is singularly eccentric. No boy over fourteen may be birched. You may whip the child of ten, but the sturdy young rogue of fifteen must not be touched. Most schoolmasters would say that it was just the middle period of boyhood to which corporal punishment was most suitable. So thinks a Joint Committee of Liverpool magistrates and members of the Education Committee, which has been considering the subject of juvenile crime and its recent increase in Liverpool by as much as one-third. Another suggestion is that schoolmasters and mistresses should be empowered to inflict punishment on scholars for their misconduct out of school. This is a far-reaching proposal; if carried into effect, it would greatly increase the hold of the teachers over the children, and make the latter feel that good behaviour and decency were just as obligatory on one side of the school wall as on the other. Observe that it is not proposed to go further than to give the teachers powers of discipline; to make them responsible for their charges after school hours would be impossible. We have spoken of disciplinary measures only, because we believe it is that side of the question which is most likely to be neglected. There is another side of which we have been forcibly reminded by Mrs. Humphry Ward, who quotes the statement of a London magistrate that since the establishment of an Evening Play Centre near his Court he had had no more trouble with boys. Undoubtedly every increase in the facilities for honest play will help to diminish hooliganism—a point which the Liverpool Committee has not overlooked; but, provide what amusement you will, there will probably always be a residuum of young ruffians with whom nothing but the stick will have any influence.

IN answer to a request from the Editor, Prof. Ashley has kindly supplied us with the following information:—"It has always been the policy of the Faculty of Commerce in the University of Birmingham to require at least two years' study of a modern language before permitting candidates for the degree of B.Com. to give their attention to its commercial use. In the first year they can be well drilled in the rudiments of the language; in the second they can acquire some little knowledge of its literature. Even from the most utilitarian point of view it is expedient for the young men who represent our commercial interests abroad to know something of the history, the institutions, and the great writers of the countries in which they travel, because their business success will often depend on their power of joining intelligently in general conversation as much as on their business

Teachers at 27s.
a Week.

Juvenile
Delinquency.

War Bonus for
Teachers.

The Birmingham
B.Com.

Prof. Pollard's
Creighton Lecture.

capacity in the narrower sense. It is to be remarked, also, that a student who is thoroughly well grounded to begin with in a language, and can read books in it with tolerable facility, will be able to acquaint himself with the forms of correspondence so quickly in his third year that he will find it possible to give a good deal of time to the study of financial and commercial journals as well as to economic treatises and government reports in that particular language. For men who aim at the higher and more responsible positions in business life, ability to use foreign publications in this way may be even more important than the power to carry on correspondence."

THE School of Oriental Languages, which will occupy the buildings of the old London Institution in Finsbury Circus, is ready to begin work next January.

Meantime, it is appealing for an Endowment Fund of £150,000. It appears that the School needs an income of £14,000 a year, and that of this there is so far assured, including the grants from the Imperial Government and the Government of India, only one-half. We suppose the appeal to private generosity is designed to save the national exchequer £7,000 a year, for it is incredible that even in England such a ship could be wrecked for want of this ha'porth of tar. There are some points in the design of the School which are not well understood by the public. The scope of its activities will be wider than its name indicates, for African languages will be included in the program, and the literature, religions, and customs of native races will be studied as well as their tongues. This is a department of learning in which Englishmen have not hitherto been prominent. Only in rare instances do Indian Civil Servants make a point of studying the life and thought of the people they rule, and this in part accounts for the gulf which still separates the Englishman from the native Indian. But the school is not designed for administrators only—it will have its commercial as well as its imperial side. The immense importance of the Chinese language in the coming struggle for the markets of the East is suggested in the appeal. The Germans, we are told in the document, are taking steps to give a better training to their merchants who go to the East, and we certainly cannot afford to do less than our rivals. There is, indeed, something almost comic between the immensity of the prize, China with its four hundred millions of possible customers, and the paltriness of this missing £7,000 a year. If our business men have any imagination at all, the sum will be subscribed a hundred times over.

A LETTER in the *Spectator*, signed "S.," brings out clearly and forcibly a point that we have often urged. The writer, a public-school man, a graduate of Balliol, confesses that he has forgotten the small Latin and all the Greek that he learnt at school and college. Yet, in the worst days of the War, he found stimulus and consolation in the study of translations such as Jowett's *Plato* and Butcher and Lang's *Homer*, and was able to quote from the *Republic* the best argument against strikes and pseudo-scientific objectors, forgotten by scholars with two Classical Firsts to their account.

WE willingly admit the letter of Miss Barbara Low, challenging an "Occasional Note" in our last number suggesting that in Germany there existed no

German Pacifists.

"saving minority" to protest against the attitude and conduct of the Government, but we cannot enter the plea of ignorance. The passages she quotes were familiar to us, but we are not aware of any manifesto against the obsolete system of government which enables a Minister of Education to impose at will a new history syllabus for schools inspired by racial hatred. We are well aware that the best voices in Germany are gagged, but we fear that Prof. Förster is a solitary voice in the wilderness, and cannot be counted as the representative of a saving minority.

LOCAL AUTHORITIES.

IN the period of reformation with which educational schemes and institutions are threatened, there is "one thing needful." It is this. To define, as precisely as possible, the purpose for which the scheme or institution is established or maintained. If the object is properly defined, the process for achieving it should not be difficult to determine. As a rule, we are concerned chiefly with processes and allow results to look after themselves. Local Authorities are tempted to tinker with the curriculum of secondary schools with the plausible object of providing what is termed a "vocational stimulus." There can be no objection to vocational training under suitable conditions. In nearly every town, a public school that offered a two years' systematic course for boys and girls from fourteen to sixteen years of age, in English, office routine, book-keeping, shorthand, and typewriting, would be welcomed. The sole condition of success would be the ability of the school to produce, as the result of the two years' course, boys and girls competent to serve in offices as shorthand typists. This particular department of educational service is in many places supplied by private enterprise, but it is doubtful whether the conditions under which the instruction is given would be approved by the Board of Education.

Shorthand Typists.

THE vocational subjects of shorthand and typewriting are obviously of little value to the pupil unless they are mastered; and the attainment of mastery is chiefly a matter of practice. For a secondary school to add these subjects to its curriculum ought to imply that it intends to teach them thoroughly, to practise them regularly, and produce pupils competent to serve in offices as shorthand typists. A secondary school may be large enough to do this—to develop, that is, a commercial section, while retaining as its main purpose the provision of a sound general education. If the secondary school is not a large one, and is encouraged to pursue vocational stimulus in this direction, it must sacrifice something of its general aims, without any compensating gain of efficiency. The pupils will "break ground" in typewriting and shorthand, as they are breaking ground in many other subjects, and will not adequately cultivate anything.

The Tincture of Utility.

IT is not improbable that one of the reasons for the encouragement given to subjects of vocational stimulus in secondary schools is to be found in the zeal of certain officials to foster the institutions they are appointed to inspect. They imagine, perhaps, that the demand for ready-made shorthand typists may result in the establishment of junior commercial schools for their production. They foresee that these schools would compete with secondary schools, and their idea is to dilute the academic curriculum with a tincture of utility and forestall opposition. This may or may not be the explanation of what appears to be a short-sighted policy, and a policy which ought to be deprecated. Secondary schools have an important function to perform for boys and girls who require a broad foundation of preparatory education, and they ought not to be diverted from this mission by any tinkering with "vocational stimulus." The single object should be to render the work they are designed to do systematic, thorough, and beyond question. They will then contribute not only to commerce, but to all other employments and industries, an element increasingly required by the nation.

Science and Industry.

IT is asserted by some experts that the facilities available for higher scientific and technical training are deplorably inadequate, and that consequently our system is incapable of producing for industry

anything like a sufficient number of men with high scientific attainments. The assertion may be well founded, but it would be interesting if some Government department could institute an inquiry as to the remuneration offered by employers for men who do possess the scientific qualifications in question. It would not be surprising if it was discovered that the supply is regulated by the relatively extremely low value assigned by employers to the services of highly trained men. In law, medicine, and in the select ranks of the Civil Service, the educational system appears to be competent to produce more than a sufficient number of qualified men to meet requirements, chiefly because the material rewards in those professions are sufficient. It is fair to assume, therefore, that, if in commerce and industry employers are prepared to pay adequately for highly trained intelligence, the supply would soon be available.

LORD HALDANE declared recently that we suffered from want of experts. "It was no use telling manufacturers to employ more chemists; we were not training them. Our training machine was not adequate to produce the supply we required at the moment." This is one side of the picture; here is another. Some time ago a distinguished professor of chemistry was asked whether he could supply three qualified men for a works laboratory situated in a manufacturing district. He was in a position to do so, and inquired what salaries the firm proposed to pay. The manager asked for his views on the subject, and the Professor, having a modest view of the value attached to scientific attainments in a commercial undertaking, suggested £3 a week. The qualified man was not employed.

THE Merthyr Education Committee have passed a resolution that women teachers who marry during the War may be kept on, but that their salaries will be reduced to the minimum of the scale. A mistress at the Merthyr Intermediate School, after ten years' service, was receiving a salary of £150 a year. She announced her intention of getting married, but, as her fiancé was called up for military service, she proposed to continue teaching for the duration of the War. Her salary was immediately reduced to £120 a year, though her work was unaltered.

SCIENCE NOTES.

THE movement for more study of science in the public schools has produced one good result—viz., that it is now generally recognized that all boys should have a period of instruction in chemistry and physics with laboratory work, and that by lecture-demonstrations and reading all boys should have an opportunity of gaining some broad ideas of the larger aspects of scientific achievement. At the annual meeting of the Public-school Science Masters, the principal subject for discussion will be "Science for the Rank and File." As mentioned in our August notes, the meeting will be held at Eton College on January 3 and 4.

AN interesting account of the geology of petroleum was given to the British Association in the presidential address by Prof. W. S. Boulton to Section C. It will probably surprise many to learn that the British Empire produced but little more than 2 per cent. of the world's supply of oil in 1914. The Middle-West of Canada has large areas which promise an increased yield, but we were told that Mexico is the country of greatest future possibilities—"a dozen wells in Mexico, if opened to their full capacity, could almost double the output of the world."

PETROLEUM naturally suggests peat. Geologists and botanists met together to hear about the oldest known peat, that of the old red sandstone in Aberdeenshire, and the interesting fossil *Rhynia gwynnevaughani*. These plants have neither roots nor leaves, consisting of a colony of cylindrical stems about eight inches high. Some stems have lateral branches. Large, cylindrical sporangia, containing numerous spores, were found detached and had doubtless been borne on the leafless aerial stems.

MANY of our readers are considering the best way of developing continued education. A view held by many, including the Workers' Educational Association, is that the whole time of the continuation school

should be given to general education outside the employment. Another view, of which Kirchensteiner was an enthusiastic exponent, is that the best way to interest pupils between fourteen and eighteen is through their utilitarian motive, and to use vocational work as a means towards general education. We all desire more general education; but it must not be forgotten that we have either to revive instruction on the apprenticeship model, or give technical training through trade schools. We call attention to a lucid address by Mr. A. P. Trotter on this subject. It was given recently to the Association of Supervising Electricians, and contains interesting historical references and an occasional hint useful to present-day teachers of trade classes.

It came as a shock to the orthodox, whose belief in the absolute character of Newton's laws of motion and of gravitation was unlimited, when Einstein and Minkowski propounded the revolutionary theory of relativity. Perhaps the simplest way to put the matter is to state that the Newtonian mechanics holds good (except for a minute variation) for bodies moving with velocities not approaching that of light, when mass is no longer independent of velocity. Mercury was known to have an orbit not quite in agreement with planetary theory, its perihelion altering by 43 seconds of arc in a century. Einstein has now calculated the amount of the relativity effects, and finds that it exactly supplies the needed correction. It had already become certain that no intra-Mercurial planet existed, and this work of Einstein removes the last serious discrepancy between theory and observation in the mechanics of the solar system. The difficulty of getting direct evidence is illustrated by the fact that the bending of a ray of light from a star when grazing the sun amounts to less than 2 seconds of arc, and that this is the most direct and strongest illustration of the influence of a gravitational field on light which has been suggested hitherto.

WE are glad that the Education Reform Council has asked that the need for medical women in many parts of the Empire, at home and overseas, should be most seriously considered. More welcome is the extension of the science laboratories of the Royal Free Hospital and the royal recognition accorded by Her Majesty the Queen when she opened the new anatomical department.

THE Civil Service Commission has just published the examiners' reports on the Army Entrance Examinations held at Midsummer. As usual, there is criticism to which teachers may profitably give heed. But we are not altogether in sympathy with the complaint of a science examiner that specific heat was defined as a quantity of heat rather than as a ratio. That great classic, Clerk Maxwell's *Theory of Heat*, states: "The quantity of heat required to raise the unit mass of the substance one degree of temperature is called the specific heat of the substance." Whether this definition or the ratio be preferred, may well be left to the teacher or student; what was good enough for Clerk Maxwell is good enough for an Army candidate. If examiners cavil at statements which are quite sound, merely because they prefer other modes of definition, the injurious result will be that candidates must give their attention to a study of examiners' personal preferences.

IN PRAISE OF LONDON.

By S. P. B. MAIS.

YOU who still remain to carry on the nation's most necessary work in London, do you ever realize the multitudinous blessings which the Mother City has bestowed on you? Man is notoriously ungrateful; but it might make you realize more acutely what you so heedlessly enjoy and take as a matter of course if you were permitted to see for a moment into the hearts of some of us who are temporarily banished from the haven where we would be.

There is a sort of man whose heart is all the time in London, no matter where he goes or what he is doing. In the silence of the desert he hears the throb of the mighty, restless heart of the metropolis; on the tops of gigantic, well-nigh inaccessible peaks in South America he pictures again the light-hearted, gaily-bedecked crowds at lunch in the "Picc." or the Berkeley; in the dead of night in the trenches he looks at his watch and thinks what Londoners are doing at that moment, of the theatres emptying their vast hordes

of seekers after gaiety, of the unending stream of taxis hurrying away to the Savoy or the Carlton, with happy couples intent only on draining the short cup of life and youth and love to the lees.

Have you who read this ever stood at the Oxford Circus Tube Station entrance for the space of say, five minutes, about six or seven o'clock in the evening, and given yourself up to the mere contemplation of the beauty of it all? Try it, and see whether something of the ineffable preciousness of London does not sink into you—you who are so rich in the daily possession of it, and yet are so blind to its infinite charm and variety. For, you may ask, what is there to be seen at such an unromantic place at such an unromantic time? Well, there is the glow of the sun paving all that great street to the west with gold, there is the music of the pattering feet of humanity released from its labours, there are the dainty figures of the alert, healthy, good-featured shop girls (how far prettier London girls are than any others in the world), hustling for 'bus or tube, the myriad types of passers-by of all sorts, virtuous and vicious, aristocratic and gutter-bred, poets, parsons, fishmongers, soldiers, policemen, scavengers, novelists, munition makers, powerful City magnates, all jostling each other on their respective ways home. There is the ever-present sense that you are in the very vortex of the Universe, with all the most famous men of the age within easy telephone call—some of them even brushing past you while you loiter here. Who knows but what this man may be Arnold Bennett, or that Churchill or Belloc or Augustus John, or a prominent V.C. or barrister? The cream of England's brains is contained within a radius of five miles of you; you have a feeling that here, at any rate, you do *live*.

Why, my good Sir, think of yourself at this same hour at Puddleton Magna. What is happening there? Mrs. Harrison is telling the vicar the same story about her "rheumatics" at the Market Cross which she has told him at this selfsame place and hour daily for fifteen years; the cows are ambling past the doctor's gate, as cows from Barton Farm have always ambled past at this hour since the house was built; the village schoolmaster, having corrected his exercises, is just getting over the style leading to Puddleton Minor, in the initial stages of the walk which he has taken every night for thirty years; the village idiot is leaning over the bridge, looking vacantly into the placid waters of the Yeo, as he does all day and every day. The whole place is asleep, stagnant, vicious, rotten—like a piece of wood suffering from dry-rot.

Can you, busy Londoner, imagine what it must be like to be in such a state of mental vacuity that the everyday knock of the postman causes your heart to beat with excitement, not because you are expecting good or bad news, but simply because the postman is your only visitor during the day? Can you imagine yourself stuck down for the best and most virile days of your life in a place where new books are not procurable; where conversation runs eternally on the crop of potatoes and foot and mouth disease; where a smart frock or a pretty face is never to be seen; where the sight of a tramp on the roads fills you with joy, because his face is unknown to you? You Londoners may sentimentalize on the beauties of Nature as seen in our country hedgerows and meadow streams, but have you ever stood on the Embankment on a dark night and watched the flashlights flicker and dart about the sky and the lights of the boats shine through the gloom of the inky waters below you? There is nothing in the country which can compare in sheer loveliness with that. It was Milton, you remember, who called the human face divine, and divine it certainly is; the wild places have nothing to show more fair, more touching, more majestic than the faces that are scattered about in tube train that you may happen to travel home by, any night of the week. All life is depicted for you there in that one compartment—hope, love, joy, despair, energy, murder, passion, jealousy, strife, envyings; there is no end to the romance, clear-writ on the countenances of any average twenty people you may chance to see on the top of a 'bus, in a suburban train, on the platform at Waterloo, in a *queue* outside the pit of Wyndham's Theatre, or at a counter in Selfridge's.

Bacon made one of the supreme errors of his life when he aggressively asserted that a crowd is not company. To the live man who counts all men as his friends, a London crowd is the most friendly thing in the world: it is full of humour and the milk of human kindness; it educes all our sympathetic feelings, all that is most companionable in us; it evokes chivalry, compassion, and unselfishness. After all, what is Life—I mean, the charm of living? Does it not lie in the joy of conflict, of competition, of striving to make the best use of our talents—in a word, as Carlyle would have said, in the grandeur of work? And where else but in London do you get the best opportunity to fulfil your own destiny through working? The streets of London may not, perhaps, be paved with gold; they are paved, in point of fact, with something infinitely finer: they are paved with the footmarks of those who deliberately set out to achieve, of those who search unflinchingly for romance and adventure, of those who are not content to rest at each milestone and count over their gains and repine their losses, but rather, in the zest of battle, go on from struggle to struggle, from glory to glory, doing their utmost—to adopt an illuminating vulgarism, "going all out" all the time.

Do you wish to keep in the van of modern thought? There are lectures by the ablest men of the day on every latest discovery, to be had for nothing, galleries that may be visited, papers and books close at hand, conversations going on all round you whenever you may happen to be. Do you require refecation after labour—amusement, gaiety, frivolity, that will not further tire your jaded brain? Nowhere but in London can you be certain of procuring the best of its kind in this necessary department of life. Do you wish for quiet in order to contemplate and arrange your ideas? You have only to turn out of Piccadilly into St. James's Park, and you will be as lonely as you would be in the middle of Dartmoor. Perhaps tragedy has visited you of late: you try every distraction to lessen, if possible, the pain you are enduring. In the country, there is nothing left for you but to "mope" and wander listlessly by yourself in the dreary, pitiless lanes; in London, there are thousands in like case with you, which in itself halves the suffering, and you can throw yourself whole-heartedly into what alone can assuage mental torture—congenial, all-absorbing work.

All London cries out for men with ideas, men with energy, men filled with a divine mission; it stretches out unmistakable arms of welcome to all such. In the country, they are regarded with suspicion as innovators, dangerous revolutionaries, subversive of the traditions that have stultified all rational growth.

On all sides we are being told that nothing will matter in the future in comparison with education; that the salvation of England will lie in the education we give to the youth of to-day and to-morrow. What education can compare with that which the average Londoner can pick up for himself in the streets of his own city? Every advantage is his: in close contact with his fellows of every creed and in every stage of intellectual growth, surrounded by the finest products in Art of all the ages, in constant touch with the elementary and eternal varieties of death and birth and love—it would be strange indeed if he were not in the best sense of the word educated, broad-minded, sympathetic, able to cope with the myriad problems which perplex poor erring humanity. He is able to study what use dazzling wealth makes of its advantages, what unnecessary horrors poverty brings in its train, how to combat disease and vice, how to ameliorate the whole lot of mankind; he learns to use his brain, not to neglect the legitimate relaxation which the hard worker requires, whether that relaxation lies in dozing in a punt on the river at Hampton Court, laughing at the jokes of George Robey, or walking over the Surrey Hills.

In our Utopia, the English Commonwealth of to-morrow, all ardent, youthful spirits, filled with the divine zest for making good, will flock to town, and leave the slothful, picturesque country-side to such as desire neither fame nor wealth nor the high destiny that awaits a nation's geniuses, to the tired and aged, the listless, the bucolic, the unambitious—the vegetables among men. And lastly, lest mis-

conception should arise owing to a recent unfortunate utterance of one of the greatest of our Bishops, let it not be supposed that this London of ours, this city of dear, dear souls, is a hotbed of vice. There is but little wrong with the morals of the first city in the world; what there is, is all superficial, remediable. With the hamlets and villages, it is, alas! far otherwise; let him and his like visit us and cleanse us from the errors which have crept in during our years of forced indolence, and leave the moiling, toiling Londoner, who has no time for viciousness, in order to preach to us who need him a thousand times more, because we are less easy to alter, far more in need of reformation.

It has become, of late years, rather the fashion to ridicule many of the shrewd sayings of the sanest of ages, the eighteenth century, and its finest product, Doctor Johnson, has earned a quite undeserved neglect at the hands of the young Georgians, but he coined an aphorism on this subject which contains the root of the whole matter. "He who is tired of London is tired of life," he once said, and the saying is literally and absolutely true. All our London geniuses have recognized it: Lamb found more fascination in his native streets than in the Lake country, it was the source of Dickens's inspiration, and has been the canvas for countless themes of all novelists since his day. But none of these men has done justice to the million-sided appeal which London makes to all sorts of temperaments. In London, you have life itself, which is beyond the power of Art to describe; the view as you cross Hammersmith Bridge in the autumn evenings is finer than the most exquisite sonnet or piece of music or picture ever produced; the lights of the underground station at Charing Cross; Kew Gardens in lilac time; barges ponderously moving down past Blackfriars; Covent Garden, with its medley of fruit and publishers and theatrical agents; the peerless symmetry of Regent Street—all possess a fascination which goes nearer to make man happy than all the arts can ever hope to do.

You don't believe me? Go down to Waterloo, and watch the expressions on people's faces as they arrive from the depths of the country, then turn to the departure platform and scan those going away. You will need no further proof. Of all the horrors in life separation from our loved ones is the worst, but there is a separation wellnigh comparable in misery with that, and that is the parting of the Londoner from his home. He buoys himself up with countless magazines, in the hope that he may lose himself in those; but does he read them? No. He keeps his face glued to the window, and repeats over to himself the beloved names of the stations which take him further and further from all he holds most dear—Vauxhall, Clapham Junction, Wimbledon, Malden, Surbiton, Weybridge. By the time he has reached Woking the last flicker of hope vanishes, all traces of London have disappeared, and he is solitary, sick at heart, and filled with a dull resentment at a fate which so conspires to dash away from man's lips the cup that he so cherishes and others, more fortunate, despise.

THE EDUCATION OF TASTE.

A NOTE ON THE ARTS AND CRAFTS EXHIBITION.

THE very existence, in its present form, of the Arts and Crafts Society's Exhibition at the Royal Academy Galleries is a remarkable witness to the energy and good will of all who have laboured to design and erect it. For it is no mere museum exhibit of handicrafts. It has built and decorated itself into Burlington House in a manner more suggestive of permanent habitation than of a two months' stay. It has reshaped the rooms into municipal halls and dwelling-rooms and bedrooms, each with its own private ceiling and appropriate wall decoration; in the large rooms, huge frescoes; in the small, samplers or woolwork pictures or paintings. Not all the mural decorations, by any means, are to be admired; but a few are admirable, and chief

amongst them is a fine three-part composition of Galway peasants in Augustus John's best manner.

With more space at our disposal, we should like to single out some individual excellences among much beautiful work. But we must pass instead to a question that is really crucial if the Arts and Crafts Society is to do the work that, according to its prospectus, it aims at doing. Has it stepped down from its aloofness on to our commercial stage, or is it still retrospective and in the apostolic succession of Morris and his followers? (It is hard not to speak ecclesiastically among so many altars and apses.) We have certainly seen, outside the exhibition, handicraft of more enterprise and adventurous beauty than we see within it. One small room, however, that has excited much interest is an innovation: the very modest exhibit of the Design and Industry Association, every article in which was chosen from manufacturers' stock. Here the general public, who cannot hope to possess the luxurious works of art that surround them in the Exhibition, will find objects of daily use that are also good to look at. Here we see, on a small scale, an attempt to realize the ideals of the *Deutsche Werkbund*, which, as Clutton Brock pointed out in an excellent little pamphlet printed by the Design and Industry Association, won its victories over us not because it aimed at overcoming English industry, but because its object was the excellence of German industry. This highly coloured little room is an encouraging example of what may be done when machinery works in the service of good design. Fortunately, we have at least one object lesson outside the exhibition in Messrs. Heal's shop in Tottenham Court Road.

We wish the Arts and Crafts Society had felt it within their scope to have an exhibit of necessarily machine-made things—a motor-car, a gun, a model aeroplane—to demonstrate the functional beauty of good design and workmanship. They might in another way also have used this opportunity for influencing public taste, by offering those personally conducted tours of the exhibition such as, in the days before the British Museum succumbed to economy, did much to direct and stimulate the observation of the public; or by a few written notices have called attention to excellence of design and its cause.

EDUCATION AT THE BRITISH ASSOCIATION NEWCASTLE MEETING.

ON Wednesday, September 6, the Rev. W. Temple, President of the Education Section, delivered the opening address. He began with an apology for his own limited equipment for the task. His experience had been wholly with education of the secondary school and University type; but it was in the sphere of secondary education that our whole equipment was most conspicuously defective, and he would limit his remarks within this range.

The German Model.

The War had brought home to all the importance of German thoroughness, and in her organization of material resources she had won our well merited admiration. But in regard to moral conduct and in the art of dealing with other men and other nationalities she had provoked the horror of the civilized world. We must look to German education in order to perfect our own, not to emulate theirs.

Faults in the Past.

Our education in the past had been too bookish. We must educate all the faculties, and for this manual, as well as mental, work was needed. There was an obvious danger of attempting too much and overloading the curriculum, but literary study can be so conducted as to develop the scientific habit, and natural science can be so taught as to expand the imagination, and through that the sympathies.

Public Schools.

But what is far more important is the spiritual side, and this depends on the social life of a school or institution. He spoke with diffidence, but it was his conviction that this corporate life could not be fully realized otherwise than in a boarding school.

At any rate, that public spirit and *esprit de corps* to which all attached such weight had been best shown in those great private institutions which are called the public schools, and in the older Universities. Of that life games form a leading part. The boy who worked hard at lessons was regarded as working for his own sake, whereas the boy who played hard did so as much for his house or the school as for himself.

The great defect of our public schools was that all boys came from one social class, and that their horizon was limited to the traditional ways of that class. In the future all schools must have real playing fields, not just an asphalt yard for the children to run about in, and there must be supervision which is quite compatible with individual liberty and responsibility.

The Educational Ladder.

We must get rid of the false ideal, which offers exhibitions and scholarships to enable the pick of the elementary pupils to carry on their education from stage to stage, for in that way we shall only raise a generation of self-seekers. Instead of the educational ladder we must aim at the educational highway, a system of free education from the primary school to the University that shall exclude at certain stages those unable to profit further by school teaching and to provide for these some form of apprenticeship. All this must be a work of time, and meanwhile much has been done, and more can still be done, by University tutorial classes, a full account of which will be found in Mr. Mansbridge's book with this title.

This proved literally how much first-class ability in the country was allowed to go to waste for want of opportunity. It proved also that if a man had kept his mind alert he could take up University work without having enjoyed any secondary education.

The Curriculum of the Future.

First must come a knowledge of human nature, the humanities, a knowledge that all will need, whatever their subsequent calling or profession. The mistake of the past has been to identify the humanities with classical studies and scholarships in the narrowest sense of the word. The old race of classicists have been defiant in manner, and retrograde in practice. He would like to see as an experiment a secondary school conducted on the following lines. The staple of the school curriculum to be European History and English Literature. At the bottom, elementary Latin, which provides the best mental gymnastics, and, of course, elementary Mathematics and Natural Science. Perhaps also French, but of that he was more doubtful. For pupils who have shown aptitude in Latin, Greek should be begun at the age of sixteen or sixteen and a-half. There would be no modern side, but, at the top, specialization either in the linguistic or in the scientific branch.

The One Thing Needful.

But, after all, this was only machinery. The one thing needful was the spirit that inspires and animates the whole. Of this he need say little, for it had been admirably set forth in Mr. Clutton-Brock's recent book, *The Ultimate Belief*. Goodness, Truth, and Beauty—that was a trinity only realizable by a belief that God is at once perfect power and perfect love. This belief could not be proved, but must be accepted as fundamental; it must underlie all education, and those teachers who are unable to accept it must have the courage to proclaim themselves as Agnostics, or virtually atheistic. It followed that teachers of the future must learn the science of the spiritual world, which is called Theology. No outrageous demand if all citizens are required to learn something of the science of the material world.

[This *précis* was incidentally omitted from our last number.]

MONTESSORI SUMMER SCHOOL.

By DR. JESSIE WHITE, Hon. Organizer.

IN one way the Montessori Summer School was unique, for it was run on the lines of strictest economy, such as would certainly have commended themselves to the Chancellor of the Exchequer. As a result, many young teachers and teachers from small country schools attended it. It lasted for three weeks; it provided one lecture and one discussion every day, and a Montessori class for the village children in the beautiful recreation hall of the picturesque village of Wootton, in Berkshire, for a tuition fee of twelve shillings. The accommodation limited the number to a little over fifty. Three town children from the Society's Observation School were taken down to attend the school, and it was very interesting to observe the effect which the novelty of country life exercised on them. It was interesting to note,

too, how the bucolic stolidity of the village children melted in the freedom of the holiday school and the attraction which the various parts of the material and the instruction in domestic duties afforded them. The latter made a special appeal to the village mothers who found the whole affair a most agreeable diversion, and who were always at their gates to watch the party stream by to its lectures in the village school.

These lectures were given by Sapper C. A. Claremont, Miss Amy Clarke, Miss Blackburn, Mr. McConnell, and Miss Muriel Matters, all except Miss Blackburn holders of an International Diploma, and Miss Blackburn is noted for her very successful introduction of the method into a large infant school in Leeds. The discussions were for the most part animated, and a great deal of help was given to would-be Montessori experimenters by the experts as they went up and down the hill together, through the meadows on the way between Boris Hill and Wootton.

The school was under the direction of Miss Booth, now directress of the Society's Observation School; Miss Maitland, of Dundee; and Miss Gunn, newly back from Barcelona.

The Society owed very much to the kindness of the Vicar of Wootton, Rev. W. K. Stride, Mr. and Mrs. Mathews and their daughter, and to Miss Haig-Brown and Mr. Lynam, of Oxford, who lent chairs and mattresses.

Among those who went to Wootton was the attendant from the Society's Observation School. It was her first visit to the country, and she found it very quiet. What surprised her was that all the people did not get up early. In case she should forget her experiences she has to remind her of her happy three weeks a photo, taken by the village postman, of herself watching the children at rest in the hammock beds which had come from London. She will not soon forget the village boy's description of macaroni as "white sausages with holes in them."

It was a time for all of tranquillity and joy. There was beauty on every hand, in the quaint cottages, the fine trees that surrounded them, the fields of waving corn, and the views of the Berkshire downs which sometimes rolled themselves up in a haze of blue, or of the towns and downs of Oxford. It was hard to believe in the warfare that was deluging with blood country fields elsewhere, until on Sundays in the village church the long list of villagers who had gone forth to do battle were prayed for one by one by name.

It was well for those who were town workers to find themselves in a village in the heart of England, and, as they drank in its beauty and appreciated its kindness, to catch the inspiration which came to them through the Barcelona students from one who has roused the world to a sense of the potentialities of beauty and grace, of helpfulness and kindness to be found in little children as no one has roused it before.

OBITUARY.

ARTHUR GEORGE WATSON.

WE regret to record the death of Arthur George Watson, which took place on October 21, at his residence, the Uplands, Wadhurst. Born in 1829, he was educated at Rugby and Balliol, took a First in Classical Finals, in 1852, and was elected the next year to a Fellowship of All Souls. He was appointed in 1854 to a Mastership at Harrow, a post that he held till 1891, when he retired to the Sussex home, where he has since lived. He married, in 1864, the eldest sister of Sir Kenelm Digby, a lady endeared to all old Harrovians, whose death he survived by only two years. He leaves two sons, one of them the Head Master of Queen Elizabeth's School, Ipswich, and four daughters. As an active magistrate and J.P. for the county, his influence was widely felt, and the large fortune to which he unexpectedly succeeded, late in life, was expended mainly in works of charity and mercy. The Balliol cottages that he built at Wadhurst commemorate his attachment to the old College. His house at Harrow was deservedly the most popular, and he is almost the last survivor of the famous staff who date back to Vaughan's reign. The sobriquet of "Vanity," familiar to all Harrovians, was given solely to distinguish him from a mathematical master of the same name, and survived as a testimony that from first to last "he nothing lowly did or mean," but "bore without abuse, the grand old name of gentleman."

CORRESPONDENCE.

THE MOTHERS' UNION.

To the Editor of the Journal of Education.

SIR,—The awful wastage of human life in the Great War, which is draining our country of its manhood, calls to us in no uncertain tones to see to it that the lives so gloriously laid down shall not fail of the fruits of noble sacrifice. The attention of all thoughtful people has been directed of late to the necessity for preserving infant life, both by remedying ignorance and insanitary conditions, and by combating the menace of the falling birth-rate.

It can hardly be denied that we have to a great degree been culpably indifferent to the value of the greatest of national assets, and the time has surely come when every effort should be made towards the more efficient care of infant life and childhood generally, so that the annual loss through death in this country of something like 100,000 infants, under the age of twelve months, may be arrested.

As is well known, the Mothers' Union, established in the year 1887, stands for the uplifting of family life in the highest sense; while, through its membership of over half a million, it is in touch with all parts of the Empire.

At this crisis in our national history an imperative call has, we believe, come to the Union to use all the resources of its organization for the sacred cause of motherhood and child life.

The Council, realizing that the work is being hindered by the lack of proper accommodation for developing this practical side, earnestly appeals to all those who have the welfare of the nation at heart to contribute towards the sum of £50,000 for the purpose of erecting a central building to be called after the venerated foundress of the Mothers' Union, "The Mary Sumner House." It would be necessary for the time being to take temporary premises, which are immediately available, as it will be understood that building operations cannot begin before the end of the War.

The Institute when completed would admit of the Union taking in hand much work that is waiting to be developed. It would contain a central hall large enough for Council meetings and lectures on all that concerns women's work, and attached to it would be a large maternity centre to be worked by experts. One of the best known voluntary health associations has approached the Mothers' Union with a view to offering its co-operation, and the Institute would also form a training centre for social and Mothers' Union workers at home and overseas.

The Council feel sure that this scheme will meet with a generous and sympathetic response from the public when, as at this time, the nation is mourning the loss of tens of thousands of her sons who have given their lives for the freedom of the generations to come, and that it will bear in mind the sacrifices made by the women of the Empire, who have so ungrudgingly given of their best in the cause of honour and justice.

It being one of the chief aims of the Mothers' Union to lay the foundations of true and noble character, it follows that training in such a centre would comprise not only the care of the body, but also the care of mind and spirit, and of all that constitutes the perfect whole.

The Lord Parmoor, K.C.V.O., and the Hon. Evelyn Hubbard have consented to act as Hon. Treasurers to the fund.

Contributions may, if desired, be spread over three years, and should be paid to the account of the Treasurers, Mothers' Union Building Fund, at the Union of London and Smiths Bank, 27 Victoria Street, London, S.W., or sent to the Central President, Mothers' Union Offices, Church House, Westminster, S.W.—I am, Sir, your obedient servant,

EMILY WILBERFORCE,
Central President of the Mothers' Union
(Incorporated).

"WAR AS A TEST OF EDUCATION."

To the Editor of The Journal of Education.

DEAR SIR,—I hope you will allow space for a few lines on the subject of your note, in the last issue of *The Journal of Education* (October number), entitled "War as a Test of Education."

You have been so exceptionally fair-minded and broad-minded in your attitude towards Germany since the outbreak of the war, that I cannot but feel one passage in the note must have been written in ignorance of the facts. You say: "We [the English] may, however, fairly claim that, whatever have been our sins in the past [you are here referring to the spirit of racial hatred, arrogance, and cruelty], there has always been a saving minority to protest against them, and that this is lacking amongst the Germans may be a result of their highly centralized education" (the italics are mine).

Now, surely you must be aware that there exists in Germany at this moment a minority—quite large in numbers, and made up of some of the finest hearts and intellects in Europe—which is protesting as much as is possible against these sins of racial hatred, cruelty, &c. This minority, indeed, is protesting at risk of losing employment, freedom, and perhaps even life itself. Take, for example, the case of Prof. Förster, of Munich University, who made the most magnificent and courageous speech on July 19 last, deploring Germany's present aims and ideals. Of this a Zurich Journal says: "The academic youth of Munich has greeted the badly libelled and much abused man (i.e. Prof. Förster) with a storm of approbation. Without this rash protest it would have been impossible to break the ban of the Censorship, and to bring the fact out, that there were more people in Germany with a modern outlook than one might believe" (italics mine.—B. L.). Or will you turn for a moment to this extract from the *Népsszara*, a Hungarian Social Democratic Journal, dated June 3, 1916?

"Our hearts bleed, our souls cry, remembering the seven thousand men—of our German and English fellow-creatures, who have been drowned in the salt seas as if they were so many noxious rats—and we are told to rejoice, because this is the road to peace—woe to us that it should be thus! It is to the burning shame, to the eternal disgrace of humanity that it should be so" (and a good deal more in the same strain).

And, lastly, let me finish by a quotation from the Debate in the German Reichstag on October 11, reported in to-day's *Times*:

"Millions of men and women are looking to see whether some gleam of peace emerges from sufferings that are becoming inhuman. . . . Dreams of world domination have not been realized in this war, and they will not be realized. The whole system supported on the bayonet point has already collapsed" (Herr Haase, Socialist Minority Party).—Yours, &c.,

BARBARA LOW.

INDUSTRY AND MOTHERHOOD.

To the Editor of The Journal of Education.

SIR,—The Women's Industrial Council is undertaking an inquiry into occupations and conditions of occupations likely to prove injurious to girls or women as prospective mothers.

At present, although a good deal of information bearing upon this point must exist in official records and in the private notes of medical practitioners, none of it has been so collected and collated as to be readily accessible. Yet the guidance of ascertained facts would be of great service to parents, teachers, and advisers of girls entering upon industrial occupations, as well as to women workers of all grades, and ultimately to the country at large.

The difficulties of the inquiry will obviously be great, but the methods employed in a somewhat similar American investigation furnish useful suggestions, and the officials of two Government Departments have kindly promised advice and assistance which will be invaluable.

Our aim is primarily to ascertain facts, and secondarily to agitate for the alteration of any unsuitable conditions which may come to light.

As a general principle, we think the prohibition of any particular employment for women undesirable, but, if there does exist any employment likely to injure women as mothers, we think it important that the facts which make it so should be known to women.

How far we shall be able to carry our inquiry will largely depend upon the amount of financial support which the Council receives from the public.

Surely for a purpose of such national importance we shall not appeal in vain.—Yours, &c.,

CLEMENTINA BLACK, President.
F. V. M. TAYLOR, Secretary.

Women's Industrial Council,
7 John Street, Adelphi, Strand, W.C.

EDUCATION AFTER THE WAR.

To the Editor of The Journal of Education.

SIR,—Despite the absorbing interest of the War, and despite the political truce, the problems of National Education are appropriating a large share of public attention. They are penetrating also into the political arena: for the misfortune is that almost every step in educational progress becomes entangled with politics, and may be blocked or hampered in the House of Commons.

The Committee of the National Education Association feel that they must prepare, even during War, for the coming struggle, and they invite your readers to join them. The Association has taken a leading but unassuming part on behalf of popular education in most of the struggles since 1870; but the great result is yet to come. Our program is very simple; it is the full and free development of the intellectual capacity of all, under the guidance and maintenance of public authorities controlled by public opinion. In pressing towards this mark we are tied to no party, no creed, no sectional interest; almost alone amongst organizations we are free to pursue all developments of National Education in the public interest alone.

Whilst the War lasts we are not proposing to ask for a Campaign Fund. Our immediate purpose is to enrol men and women who care about National Education, so that we can send them our papers, receive their suggestions, invite them to our meetings, and in other ways prepare to have their co-operation at hand when the time for prompt action arises. The nominal enrolment fee (5s.) will cover the cost entailed by the effort to secure this object. Preparation and organization is our aim, so that after the War, when many other problems will force themselves upon statesmen and the public, we as a united body may be ready to keep education problems to the front.—Yours &c.,

JOHN MASSIE, Chairman.

A. J. MUNDELLA, Secretary.

National Education Association, Caxton House,
Westminster, S.W.

THE NEW HOSPITAL FOR WOMEN.

To the Editor of The Journal of Education.

DEAR SIR,—This hospital, started by Dr. Elizabeth Garrett Anderson in 1872—the pioneer of those staffed by medical women—is in urgent need of funds to carry on its work.

There is some danger that it may be overlooked at the present time, because of the pressing demands being made on behalf of wounded soldiers, but it should not be forgotten that it is, in some measure, owing to the War that the number of women seeking admission here has considerably increased, there being less accommodation for them elsewhere.

Many of these women are the wives of sailors and soldiers, and it is a national duty to see that the wife is cared for while the husband is fighting abroad.

In order to cope with an ever-lengthening list of patients awaiting admission, the Committee has been obliged to provide extra beds both here and at the Continuation Hospital at New Barnet; but the increasing cost of all the necessities of life is causing the gravest anxiety, and generous help is much needed, or it is feared that these beds will have to be given up.

Any contributions will be gratefully received and acknowledged. Annual subscriptions, which form the most reliable income, are specially desired.—Yours faithfully,
ALICE WESTLAKE,
144 Euston Road, N.W. Treasurer.

A NEW RUSSIAN DICTIONARY.

To the Editor of The Journal of Education.

SIR,—We have read with much interest the article, "Russian Grammars and Readers," by "H. A. S.," in your September issue, and note that it draws attention to the English student's urgent need of a thoroughly sound Russian dictionary on a large scale to fill the place formerly occupied by Alexandrow's work, which is now to a large extent obsolete, and the first volume of which, moreover, is out of print. We desire to inform you that such a work is in preparation by a Russian scholar resident in England in co-operation with a Cambridge scholar, and that we hope to make a formal announcement respecting the work very shortly. It is estimated that it will contain about four and a half million letters, roughly half as much matter again as Alexandrow's book, and be printed in two royal 8vo volumes in relatively large and very clear Russian and English types, with accented catchwords. Like Mr. Freese's smaller dictionary just published, it will deal in separate articles with all parts of verbs different from the infinitive, and all parts of nouns different from the nominative singular. "H. A. S.'s" suggestion that the value of such a work would be

enhanced if roots common to Russian and Greek and Latin words were indicated seems to us well worthy of consideration, and we hope to be able to adopt it.—Yours, &c.,

KEGAN PAUL, TRENCH, TRUBNER & CO.

Broadway House, 68-74 Carter Lane, E.C.

September 12, 1916.

UNIVERSITY OF LONDON—UNIVERSITY COLLEGE.

SESSION 1916-17. FIRST TERM.

PUBLIC LECTURES.

- † "Phonetics and Its Uses" (Daniel Jones, M.A.), Mondays, November 6 and 13, at 5.30 p.m.
- * "The War: The Third Phase" (Prof. A. F. Pollard, M.A., Litt.D.), Thursdays, November 9 and 23, December 7, at 5.30 p.m.
- "The Physiology of Food and War Economy" (Prof. W. M. Bayliss, M.A., D.Sc., F.R.S.), Fridays, November 3 and 10, at 5.30 p.m.
- "Some Aspects of the 'Divina Commedia'" (Barlow Lectures) (Edmund G. Gardner, M.A., Litt.D.), Wednesdays, November 1, 8, 15, 22, and 29, at 3 p.m.
- "Criminal Law: Its Latest Developments" (Prof. Sir John Macdonell, K.C.B., M.A., LL.D.), Wednesdays, November 1 and 8, at 5.30 p.m.
- * "The Churches of the South of France" (Prof. F. M. Simpson, F.R.I.B.A.), Thursday, November 2, at 5.30 p.m.
- November 7, 14, 21, 28, December 5, at 5.30 p.m.
- * "The Town Planning of Greater London after the War" (Prof. S. D. Adshad, M.A., F.R.I.B.A.), Tuesdays, November 7, 14, 21, 28, December 5, at 5.30 p.m.
- "National Economy" (Newmarch Lectures) (Henry Higgs, C.B., LL.B.), Wednesdays, November 8, 15, 22, and 29, December 6 and 13, at 6.15 p.m.
- "Hygiene: Some Lessons of the War" (Prof. H. R. Kenwood, M.B., D.P.H., F.C.S., F.R.S.E.), Friday, November 17, at 5.30 p.m.
- † "The Ergonic Theory of Colloquial French" (Harold E. Palmer), Monday, November 20, at 5.30 p.m.

All these lectures are open to the public without fee. To avoid disappointment and overcrowding, tickets will be issued for those marked *, but seats will only be reserved for ticket-holders till ten minutes before the beginning of a lecture. Applications for tickets, stating name and address of each person for whom a ticket is required, should be sent to the Secretary, and a stamped addressed envelope should be enclosed with each application.

The lectures are not intended for any persons under nineteen years of age who are not undergraduates of the University.

In order to avoid disturbing the lecturer and the audience, no one arriving more than five minutes after the time fixed for the beginning of a lecture will be admitted, and no one should leave before the conclusion of a lecture.

WALTER W. SETON, M.A., D.Lit., Secretary.

University College, Gower Street, W.C.

† For further details concerning these lectures and others open to the public, to be given in the Department of Phonetics, see special leaflet.

BOOKS OF THE MONTH.

Biography.

The Right Honourable Sir Henry Enfield Roscoe. By Sir Edward Thorpe. *Longmans*, 7s. 6d. net.

Calendars, &c.

The Student's Handbook to the University and Colleges of Cambridge. *Cambridge University Press*, 3s. net.

Children's Books.

Story and Legend Library. — Stories of Russian Folk-life. By Donald Mackenzie. *Blackie*, 2s. 6d. net.

The Cradle Ship. By Edith Howes. Illustrated by F. M. Anderson. *Cassell*, 3s. 6d. net.

The Three Pearls. By the Hon. T. W. Fortescue. Illustrated by Alice W. Woodward. *Macmillan*, 6s. net.

Rags: The Diary of a Dog of War. By Ernest Noble. *Duckworth*, 1s.

Russian Story Book. Edited by Richard Wilson. Illustrated by F. C. Papé. *Macmillan*, 7s. 6d. net.

The Maid Marvellous. By M. Horsfall. Illustrated by Stephen Reil, R.B.A. *Duckworth*, 3s. 6d.

Worth-While People. By F. J. Gould. *Watts & Co.*, 2s. 6d. net.

The Wonder Book of Children of all Nations. *Ward, Lock*, 3s. net.

Dreadnoughts of the Dogger. By Robert Leighton. *Ward, Lock*, 3s. 6d.

John of Daunt. By Ethel Turner. *Ward, Lock*, 2s. 6d.

Dicky, Knight-Errant. By Isabel Maud Peacock. *Ward, Lock*, 3s. 6d.

Marvels of Scientific Invention. By T. W. Corbin. *Seeley, Service*, 3s. 6d.

Old Not-too-Bright and Lilywhite. By Harold Simpson. Illustrated by G. E. Shephard. *Ward, Lock*, 1s.

The Secret Valley. By Mrs. Hobart-Hampden. *Wells Gardner*, 3s.

A Naval Venture. By Fleet-Surgeon Jeans. *Blackie*, 6s.

Classics.

The Toils and Travels of Odysseus. Abridged Translation for Older Children. By C. A. Pease. Illustrated by Frank C. Papé. *Wells Gardner*, 5s. net.

Deigma: a first Greek Book. By C. F. Walters and R. S. Conway. *Murray*, 3s. 6d.

Cicero on Old Age. Translated into English Verse by Sir Robert Allison. *Humphreys*, 1s. 6d. net.

The Rhesus of Euripides. Edited, with Introduction and Notes, by W. H. Porter. *Cambridge University Press*.

Domestic Science.

Laboratory Manual of Foods and Cookery. By E. B. Matteson and E. N. Newlands. *Macmillan*, 6s. 6d. net.

A Girl's School Outfit. By H. M. Skinner. *Truslove & Hanson*, 2s. net.

Drama.

Plays. By Owen John. *Duckworth*, 5s. net.

English.

Romola. By George Eliot. With an introduction and notes by C. B. Wheeler. *Oxford University Press*, 2s. 6d. net.

The Ages of Man. By Charles Sayle. *Murray*, 7s. 6d. net.

The Seven Wish-Stories. By Margaret M. Kennedy. *Nutt*, 2s. 6d. net.

A New English Grammar. By E. A. Sonnenschein. *Clarendon Press*, Part I, 1s.; Part II, 1s. 6d.; Part III, 2s. Complete edition, 3s. 6d.

Scenes of Clerical Life. By G. Eliot. Edited by W. Warde Fowler. With notes by E. Limouzin. *Oxford University Press*, 2s. net.

London shown by Shakespeare, and other Shakespearean Studies. By Herbert Ord. *Routledge*, 1s. net.

Fiction.

The Wave, an Egyptian Aftermath. By Algernon Blackwood. *Macmillan*, 5s. net.

Madame Prince. By W. Pett Ridge. *Methuen*, 5s. net.

Tim and Walley. By Mary Grant Bruce. *Ward, Lock*, 2s. 6d.

Redwing. By Constance Smedley. *Allen & Unwin*, 6s.

The Affair on the Island. By H. B. Marriott Watson. *Methuen*, 5s. net.

Love and Lucy. By M. Hewlett. *Macmillan*, 5s. net.

Olga Bardel. By Stacey Aumonier. *Methuen*, 5s. net.

The Guiding Thread. By Beatrice Harraden. *Methuen*, 5s. net.

The Vermilion Box. By E. V. Lucas. *Methuen*, 5s. net.

Lightning Conductress. By C. N. and A. M. Williamson. *Methuen*, 5s. net.

The Great Tradition. By Katharine Fullerton Grould. *Methuen*, 5s. net.

The Adventures of Judith Lee. By Richard Marsh. *Methuen*, 5s. net.

Salt and Savour. By Mrs. Alfred Sidgwick. *Methuen*, 5s. net.

The Temperament of Thomasina. By Lucy Nicholson. *Methuen*, 5s. net.

April's Lonely Soldier. By S. P. B. Mais. *Chapman & Hall*, 6s. net.

A Martyr's Heir. By Arthur Sheerly Cripps. *Duckworth*, 2s. 6d. net.

William by the Grace of God. By Marjorie Bowen. *Methuen*, 5s. net.

Families Repaired. By J. S. Fletcher. *Allen & Unwin*, 6s.

Brought Forward. By R. B. Cunninghame Graham. *Duckworth*, 6s.

April Folly. By St. John Lucas. *Methuen*, 5s. net.

Geography.

Handwork Models to Accompany Visual Geography. By Agnes Nightingale. *Black*, 6d.

Philips' Large-Scale Battle Front Map of Europe. *Philip*, 2s. 6d. net.

Health and Physical Training.

Infancy and Childhood. By W. R. Ramsey. *Dent*, 3s. 6d. net.

History.

The Story of the Nations Series.—Denmark and Sweden with Iceland and Finland. By Ton Stefansson. *Fisher Unwin*, 5s. net.

The Days of Alkibiades. By C. E. Robinson. *Arnold*, 5s. net.

Carlyle's Frederick the Great. Abridged and edited by A. M. D. Hughes, M.A. *Oxford University Press*, 3s. net.

The Political History of France. By Muriel O. Davis. *Oxford University Press*, 2s. 6d. net.

The Battle of Jutland Bank, May 31 to June 1, 1916. The dispatches of Admiral Sir John Jellicoe and Vice-Admiral Sir David Beatty. Edited by C. Sanford Terry. *Oxford University Press*, 6d. net.

The Manufacture of Historical Material. By J. W. Jendwine, *Williams & Norgate*, 6s. net.

Magazines.

Le Rhythme d'après la Méthode Jaques-Dalcroze, No. 1. Published by the Jaques-Dalcroze Institute, Geneva. London agent, *Novello*, 1s.

Mathematics.

Dynamics. Part I. By R. C. Fawdry. *G. Bell*, 3s.

Mathematical Monographs. No. 17: Lectures on the British Mathematicians of the Nineteenth Century. *Chapman & Hall*, 5s. 6d. net.

Longmans' Explicit Arithmetics for Girl's. Pupil's Book VI, 6d.; Teacher's Book VI, 1s. *Longmans*.

Miscellaneous.

The Cambridge Pocket Diary, 1916-17. *Cambridge University Press*, 1s. 2s., or 2s. 6d. net.

Modern Languages.

A Scientific German Reader. By Herbert Kip. *Oxford University Press*, 5s. net.

Collection Nelson.—Jean de Verdren, by Jeanne Schultz; Les Vautours, by H. Seton Merriman. 1s. net.

Music.

Berner's Edition.—Elementary Studies in Transposition. Books I and II. By Ernest Newton. 2s. net each.

Chopin Impromptus. *J. Williams*, 1s. net.

Six Characteristic Pieces: A Sunny Morning, 6d.; and March of the Sprites, 1s. By E. Markham Lee. *J. Williams*.

Song: Sweet Dreams. Form and Shade, by Charles Lloyd. *J. Williams*, 2s. net.

Kookoorookoo and other Songs. Words by Christina Rossetti. Music by Walter Alcock, Sir Frederick Bridge, Percy C. Buck, H. Walford Davies, Thomas F. Dunhill, Charles H. Lloyd, Sir Alexander Mackenzie, Sir Walter Parratt, Sir C. Hubert Parry, Alfred J. Silver, Sir Charles Stanford, Donald F. Tovey, Charles Wood. *Yearbook Press*, 2s.

Unison and Part-Songs. Edited by Martin Akerman. 121, Spring, music by G. H. Smith; 123, The Holly and Ivy Girl, music by Charles Wood; 124, I Have Twelve Oxen, music by Charles Wood; 125, Under the Green Hedges, music by F. W. Wadely; 126, The Skylark, music by G. H. Smith; 127, By Dimpled Brook, music by Thomas F. Dunhill; 128, The Best School of All, music by C. Hubert Parry; 139, The Larchwood, music by Charles Harford Lloyd; 140, Grey Stones, music by Charles Harford Lloyd. *Yearbook Press*, Nos. 123 and 124, 2d. each; others, 3d. each.

British Folk-Lore, Folk-Songs, and Singing Games. By Sir Laurence and Lady Gomme. *National Home-Reading Union*, 1s.

Song: The Battle of Jutland Bank. Poem by G. Cant-Well. Music by Aston Tyrrold. *Weekes*, 2d.

The National Anthem. L.C.C. Memoranda on the Words and Music. By F. S. Boas and John Borland. *King*, 3d.

Pamphlets.

Report of the Education Committee of the L.C.C. October, 1916. Intellectual Poland. By Leon Litwinski. With Preface by Lord Bryce. *Allen & Unwin*, 6d. net.

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SALARIES AND WAR BONUSES FOR SECONDARY TEACHERS.

A CERTAIN number of Local Authorities have granted a War bonus to their teachers, and at first sight it looks as if secondary teachers were included amongst these. Unhappily, however, the benefit is mostly confined to teachers whose salary does not exceed £104 a year, and, bad as is the case of secondary teachers, most of them get more than that, though the tables of the Assistant Masters' Association, to which we shall refer presently, record that the commencing salary in ten County Boroughs out of thirty-seven is below that figure. Still, with the initial salary we are not so much concerned, for, though bachelor life on two pounds a week or less gives little chance for the riotous enjoyment of life, it is more tolerable than family life on four pounds a week. Now, the Assistant Masters' Association produced in 1914 a pamphlet giving copious and valuable information on the subject of salaries, and the striking feature about the figures is the extremely small number of cases in which a man can ever get beyond £200 as an assistant—even when there is a scale, and in many cases there is no scale. Herein lies the striking difference between the prospects of the German teacher and that of his English contemporary. The two begin life much on a level, the German's modest £135 a year comparing pretty well with the Englishman's first earnings, but the former, in the large towns at all events, usually reaches the comfortable income of £360 a year, and can look forward to a pension of 75 to a 100 per cent. of that; whereas, as we say, the unfortunate Englishman seldom gets above £200, and has to provide his own pension out of it. It is this fact which has caused the War to bear so hardly on secondary-school masters. A man with a wife and children, whose income does not exceed £200 a year, must spend about one-third of it on food and coal, the cost of which has increased by, speaking roughly, 50 per

cent. This is equivalent to a clean cut of £30 out of the man's salary. In addition, there is income tax, which amounts to £9 a year, as against £2 in normal times. Our average assistant master is clearly poorer for the War to the tune of something like £40 a year. So far only one or two Authorities have recognized this and decided to help him. Birmingham has done a little. The history of the question in this town is a curious illustration of the attitude of many an average citizen towards the teacher. The sub-committee of the Education Committee recommended that all the "non-manual employees" of the Committee should have a bonus, *except the teachers*. So the War Office might recommend that all soldiers should have an increase of pay, except those engaged in fighting. Happily, the absurdity of this was too much for the Education Committee and the Corporation, and all teachers whose salary does not exceed £250 a year will get their bonus. This will include all the masters in the Council's secondary schools, for the Birmingham scale is £100, rising to £200, a rate of wage of which a city that claims to be the second in England for wealth and importance ought to be heartily ashamed. Oldham, by the way, believes in that same principle of confining benefits to soldiers who do not fight: the clerks and attendance officers are to get a bonus, but the teacher none. It is a joke with our Army in France that the farther from the front the better the pay; evidently, with some Education Committees, the farther you are from the classroom the better your prospects.

We have said nothing about assistant mistresses, but it is obvious that they are in the same case as their masculine colleagues, and, if they do not have families to support, in many cases they have other calls upon their purse.

Not only have the real wages of school masters and mistresses been substantially cut down by the rise in prices, but their work has often been substantially increased. In many cases the absence of colleagues at the War has deranged the work of the school and put a heavier burden on to the shoulders of those that remain.

The effect of the iron law of the £200 maximum—the broad fact which emerges from the tables of the assistant masters—is disastrous, and will become more disastrous, as its full significance is appreciated by the young men and women of this generation. It means that, except for a few who are endowed by nature with a passionate love for the young, no one will become a teacher who can become anything else. Education must be content with the leavings of other professions. Men especially must shun it as a calling. If any take it up, except from sheer necessity, it will be men of a rather colourless type, men who have little ambition and do not look ahead, men lacking in energy, force, and "push and go." It is not this type of man who will breathe a new spirit into education. But it is this type that the £200 a year maximum will encourage.

It is surprising that a Government which has appointed so many Committees has appointed none to consider the supply of teachers. It is all the more incumbent on the two Committees on Science and Modern Languages that they should give some attention to the question, although the limited scope of their functions will hardly permit them to discuss it fully. But the latter Committee might, for instance, consider what is the cost of a language teacher's education after he leaves school, taking into account University course, residence abroad, and period of training or apprenticeship. It cannot be less than £500, and may well be more. Add to this that, all through his life, he must keep his knowledge fresh by visits to the Continent, and it is clear that the iron rule of £200 a year maximum ought to operate as an absolute deterrent to all intelligent men. An evening contemporary some years ago started a discussion on the question: "Are Schoolmasters dull?" When we read the statistics which the assistant masters have collected, we feel inclined to answer: "Yes, or they would not be schoolmasters."

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An illustration of such an institution is the Central School of Science and Technology, Stoke-on-Trent. The school is situated in the centre of the district where the pottery industry has been located for a century and a half. Its object is to apply scientific method to the study of the local industry. The school has no ambitions of a purely academic kind. It is no part of a ladder leading to the side-track of a University career—as the Midlander would say. The task set before the founders of the school was something more closely in touch with an immediate and practical problem. The pottery industry is one which touches several sciences, and specially requires the use of a high level of artistic and scientific method. The industry was being carried on mainly by "rule-of-thumb" methods. It was almost a tradition of the district that the manufacturer was a man who had started at the bench and made his way up by force of character rather than by any wider knowledge or outlook than that of the men he employed. It was a measure of self-preservation for the district to get access to the sciences which touched its own interests.

The school was planned to meet this practical need. The Principal has worked in close and constant touch with manufacturers, and has carried on investigations directly minimizing loss and increasing the productivity of the ovens. In its freedom from academic stiffness, its closeness of touch with a local industry, and the preparation of workers to do their work scientifically, the institution is probably unique.

What has been said chiefly applies to the Pottery Department of the College. There are others—Mining, Physics, and Chemistry—which, although quite as efficient, are much upon the same lines as institutions in Birmingham, Manchester, and Sheffield. The Mining Section is as well equipped for its work as any in this country, but in elaboration and magnitude it would be surpassed by such institutions as the Massachusetts Institute of Technology, now incorporated with Harvard University (Mass.), McGill University (Montreal), and the great Charlottenburg Institute near Berlin. But it is said by those who know that the Pottery Section is unique, and has no equal either in Germany or America. This must be regarded as an apology for giving special attention to the pottery side of the College.

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By MARY E. MARSDEN

(Head of Women's Department, Battersea Polytechnic, S.W.).

THE influence of school education upon the professional training which succeeds it is subtle, deep, and far-reaching. If school education has extended until the pupils are eighteen years of age, and if they then enter upon a professional training which occupies three or four years, the outcome of the latter depends largely upon the habits of mind and of action which have been slowly but surely built up at school. Those whose work is concerned with the training of women for professional life realize that in no small degree the success or failure of their work has been fixed before the students enter upon this final phase of academic training. When right habits have been formed at school, these can be strengthened and adapted to new circumstances. When, on

the other hand, undesirable methods of work and ways of regarding things have become habitual, the short period of specialized professional training will be spent chiefly in trying to break the bad habits, and consequently in a less degree in endeavouring to substitute new and good ones. It is not an easy task for students of eighteen to begin to learn how to work. This ought to have been acquired at school.

The acquirement of skill in domestic craft depends partly upon manipulative skill built up through muscular control, partly upon the degree of accuracy in work which the student has acquired, and partly on her previous training in the sciences which form the basis of the crafts, *i.e.* physics and chemistry.

Training in manipulative skill does not fall within the scope of this paper, but, since no grounding in the sciences of which we shall speak can be given without an adequate amount of practical work in the laboratory, it follows that girls who have had good science training at school will have thereby acquired a certain amount of manipulative skill, and a certain appreciation of the necessity for neatness, cleanliness, and accuracy in practical work, which can be adapted and extended to the new demands made upon them in domestic craft. It is doubtful, however, whether in all schools the girls have sufficient time allowed for practical work in science laboratories. Science learnt by attendance at lectures, without adequate time being given to practical work, is of little, if any, value. The foundation of accuracy in work and of scientific knowledge should have been laid during school life, and their consideration concerns us this afternoon.

I am well aware that accuracy and attention to detail are not by any means easy to young students as a rule. In fact, it seems evident that, as a nation, English people compare unfavourably, *e.g.*, with Germans in their ability for patient concentration of attention on matters of detail and in the accuracy so necessary to scientific work. In addition to this, in the education of girls, there has been a tendency on the part of some parents on the one hand, and of some secondary schools on the other, not to expect girls to do anything savouring of drudgery. Arrangements have been made so that a very good margin of time has been left for pleasure, and in the actual school work the girls have not been expected to attack difficulties themselves. The result of this is that, when students embark on a professional training, they have then to learn how to grapple with difficulties, and how to concentrate their attention on things which are not at first in themselves interesting, but only become so after the application of thought and care.

Passing on to the consideration of the curricula of schools and their effect on the professional training of students in domestic craft, it is certainly advisable for those who intend to teach this subject to have a sound knowledge of mathematics—including arithmetic and algebra—up to matriculation standard. The reason is that a knowledge of arithmetic is necessary for the calculation and estimation of the various items connected with domestic expenditure, while both arithmetic and algebra are essential to the working out of problems connected with the application of physics and chemistry to the processes of cookery, housewifery, and kindred subjects. The inaccuracy of the arithmetical work of a large proportion of students, even of those who have received their education entirely at our best secondary schools, is surprising and disheartening. Inaccuracy in experimental work is also very general: *e.g.*, in weighing or measuring the ingredients or materials employed in domestic craft, it is easier to guess at the amounts required than to estimate them carefully; therefore guesswork is practised and the result left to chance. The epithet "slipshod" is the one most applicable to the type of practical work which many students do when they enter upon a course of domestic training. I do not for one moment imply that one should expect a high degree of manipulative skill from such students when they leave the secondary school, but I do mean that they should have realized that accuracy is a factor essential to success in practical work. Also, even though time is a vital factor (as is frequently the

* Paper read before the British Association in September 1916.

case in the operations of domestic craft), students usually attach no importance to it, nor to the importance of adhering to specified conditions in general.

In the higher forms of secondary schools there should be more choice of science in the curriculum. Unfortunately there is a tendency, at the present moment, in some secondary schools, for purposes of economy, to substitute botany for physics or chemistry in the higher forms, and to give the girls no choice in the matter. This is very serious from both the educational and the vocational standpoint.

Physics or chemistry provides a training in measurement, in the manipulation of apparatus, and in scientific method which cannot be provided to the same extent in botany. In botanical experiments and in botanical work, the forces at work are, in general, much more numerous and more complex than in the case of experiments in physics and chemistry. It is therefore difficult to ensure in botanical experiments that simplification of data which can be ensured in physical and chemical work; hence it is not possible to give to young students quite the same training in cause and effect in botanical work as in physics and chemistry. Further, the fundamental notions of general elementary scientific principles taken in physics and chemistry courses play a much greater part in later housecraft than does the information gained by girls from their botany course.

(One is here inclined to suggest that, as sometimes taught in girls' schools, the educational and scientific value of the botany course is not infrequently limited by the perhaps excessive worship of the beautiful and artistic note-book.)

If one may coin the word, botany may be regarded as a "derived" science. Physics and chemistry are fundamental sciences, and, if scientific work is to be done at all in the schools—as we say, and with emphasis, that it should—then physics and chemistry should claim precedence, the systematic study of botany coming at a later stage.

While it is quite true that to some girls the study of botany will appeal much more strongly, yet, to deprive *all* girls of the opportunity of studying physics and chemistry merely for the sake of economy is a real and lasting injustice. Inasmuch as in many cases the plan lessens the full utility of their previous science training, and does not offer opportunity for their own mental development on lines for which they have the greatest aptitude, it is not economy but extravagance. The nation is poorer to a degree corresponding to the incompleteness of the development of its human asset.

With regard to the subject-matter in physics and chemistry, which we should like students who are trained as domestic science teachers to have done in the secondary schools, one does not wish to make statements which are too precise and definite, because nothing should be done to cramp the treatment by individual teachers of the subjects in schools. Speaking broadly, however, it would materially facilitate the work of organization in the domestic subjects training schools if the students had attained a school matriculation standard in these two subjects.

Special stress should be laid, throughout the teaching, upon general principles rather than upon the accumulation of details, and, as far as is practical, the knowledge of the students should be based upon information which they have ferreted out for themselves in the laboratories. The school science courses should train pupils to observe and to reason logically, to do accurate work, and to gain skill in manipulation, in addition to the acquisition of new and useful knowledge. The physics course should include measurement, the general properties of matter, and heat, accuracy in observation and in measurement being one of the paramount aims throughout. The chemical portion of the course should include, among other things, such subjects as a knowledge in outline of the chemistry of air and water, their composition and properties, and those of their constituents, natural waters, hardness of waters, acids, alkalis and salts, the common acids, and their more important derivatives; chalk, lime, carbon and its principal compounds; flame, combustion and elementary chemical theory.

If time permit, and the girls are thus able while at school to pass on to the study of the outlines of the chemistry of such substances as soap, common foodstuffs, and of the more important chemical changes which take place in laundry work, so much the better. It is very doubtful, however, whether girls who are working for matriculation, or similar examination (and it is most desirable from many points of view that those who intend to become teachers of domestic craft should work with this object in view), will be able to do more than what one might term roughly the pure chemistry.

If the girls have a sound general knowledge of the fundamental principles of chemistry and physics, they will be in a much better position to profit intelligently by the more advanced work done during their domestic subjects teachers' training course than if they have had little or no grounding in these two sciences.

Even now many people, and among these are some educationists who ought to know better, fail to realize the very great part which the teaching of science must play in an up-to-date domestic craft course. People are still obsessed with the idea, more or less unconsciously, that all the knowledge that a teacher of domestic craft requires is an acquaintance with practical arts and the methods of teaching them. Without labouring the point, it is obvious that any new developments and improved implements for household work, especially with regard to lighting, heating, and cleaning, the preservation and sterilization of foods, the very important but much misunderstood question of food values, all depend upon scientific knowledge. This being so, a domestic subjects training school, which endeavours to keep abreast of the times, must devote a considerable portion of its time to science teaching in addition to the teaching of housecraft. It is therefore absolutely essential that the secondary schools should prepare the students in the general principles of pure science, chemistry, and physics before they enter a training school.

The importance of this preliminary training will be better realized perhaps by those who have not appreciated the large part which science now plays in the teaching of these schools, if I give a summary of the science courses in a typical training school, taking as an example, the one with which I am connected—Battersea Polytechnic Training Department of Domestic Science.

The physics course includes general measurement, specific gravity and heat, and is arranged so as to provide the preliminary training essential to a scientific course. The chemistry course comprises the chemistry of air, water, elementary chemical theory, acids, alkalis and salts, the common acids, and their chief derivatives of importance in daily life, coal, gas, fuel, flame, sugars, starch, alcohol, the study of the principal foodstuffs, textile fabrics, soap, the outlines of the bacteriology of the air, water, milk, meat, preservation and purification of foodstuffs, antiseptics and disinfectants. Much time could obviously be saved if the early portion of the work had been taken in the secondary schools. There are also additional courses in experimental cookery and experimental laundry work, conducted in the chemical department with the co-operation of a specially qualified teacher.

Much importance is attached at Battersea Polytechnic to the instruction given in hygiene, and its special application to the home and school. Students attend the Hygiene Department for this part of their training. Every effort is made to make them realize the importance of the subject, and that hygiene is not a collection of "fads," but a science based largely on physiology, chemistry, physics, and bacteriology, and that a real application is essential for healthy living. Students attend the physiology course for two terms. In the third term hygiene is begun and continues throughout the course. One section is taken by a qualified medical woman who deals entirely with the hygiene of the child. Every endeavour is made to teach the students how to recognize common physical and mental defects, and what necessary precautions should be taken to prevent or decrease such defects. Several lectures in the course deal with infant care and the feeding of infants. A very close connexion exists be

tween the instruction given in hygiene, physics, and chemistry, the various syllabuses having been drawn up by the lecturers concerned, after close collaboration. In the sixth term the students give hygiene lessons to classes of girls. These classes are under criticism, and have proved a most valuable part of the training. It appears to me that well trained domestic science teachers might be drawn upon much more largely than they are, to give definite teaching in hygiene in the schools, as this is often badly given, and by persons with only an elementary textbook knowledge of the subject.

For those students who show special aptitude for the scientific side of the training in domestic craft, a special course at Battersea Polytechnic has been in operation for some years. This is a one-year course of training for a diploma in "Science as applied to Housecraft." It succeeds the two-year course of craft training, which includes the physics, chemistry, physiology, and hygiene, of which an outline has just been given. This special course includes physics, chemistry, bacteriology, physiology, and hygiene. The course is run mainly on broad University lines, and chiefly by recognized teachers of the University. In years to come, the best appointments will probably go to those students who have taken this course or its equivalent. There is a large and steadily increasing demand in the best secondary schools for domestic science teachers who have taken it.

The object of the third-year course in chemistry is, as far as time will permit, to extend the student's general knowledge of chemistry—especially those portions of the subject bearing upon housecraft, upon physiology and hygiene, and also to place the students in a position to be able to follow intelligently textbooks and books of reference in chemistry, hygiene, and physiology. Considerable stress is laid in this course upon organic chemistry. The course also includes an elementary discussion of such subjects as proteins, enzymes, colloids, and vitamins. Considerable stress is laid upon theoretical and practical work in bacteriology, with special reference to housecraft.

From this outline of the science included in a course of training in domestic craft, it will be realized, as is stated in the first part of this paper, that in view of the large amount of science taken in the course, and the fact that housecraft is really applied science, a thoroughly good foundation in science should be laid in the secondary school if we are adequately to train housecraft teachers. Domestic craft is full of possibilities for invention and research.

It is a factor as essential as any, in the general reconstruction which must follow if civilization is to be established after the War. Women must take their share if that reconstruction is ever to be accomplished, and in no sphere can they do so more adequately than in that of domestic craft. They cannot, however, do this important piece of work unless they have been educated suitably for it at school, and trained in a fully organized professional course, combining both science and its application in craft work. Woman trained in domestic craft must play by far the larger part in substituting wise economy of labour, time and money for the almost universal thriftlessness of English households, in checking the appalling wastage of infant and child life, and, by improving the home conditions and knowledge of public hygiene, making it impossible for the present physical unfitness of so large a proportion of our adult population to be repeated in future generations.

CHERWELL HALL SECONDARY TRAINING COLLEGE, OXFORD.—Although the demands of the War on women's work are heavy and the need for University graduates great, there are still a considerable number of women who desire to train as teachers before taking up specific work. During the year 1915-16 fifteen students of Cherwell Hall obtained the Oxford Diploma in Education, and four, *i.e.* Misses G. Frank, F. Rudwick, M. Smith, and D. H. Wright, passed with distinction; six students obtained the Cambridge Teacher's Certificate; and three the Cherwell Hall Certificate for Junior Form Teachers. All students who left in June, 1916, have obtained good appointments, some taking posts left vacant in boys' schools by men on active service.

RESOLUTIONS OF THE HEAD MASTERS' ASSOCIATION.

THE resolutions of a special representative Committee of the Incorporated Association of Head Masters regarding education after the War are as follows:—

1. The most serious defect of English education at the present time is that the moral, physical, and intellectual education of so many boys ceases entirely at the age of fourteen. For these, some compulsory scheme for continued education up to the age of sixteen is urgently needed. Evening classes for full-time wage earners do not meet the need.

2. The efficiency of education depends primarily on the teacher, and no manipulation of subjects or improvement of buildings will be of any use without such an improvement of the position and prospects of the teaching profession as shall make it equally attractive with other careers.

It is in particular a matter of national importance that much more money should be found for salaries and pensions of teaching staffs.

3. Every elementary school should be required to furnish a list of boys of not more than eleven years of age who are of more than average ability, and fitted to pursue a secondary education; and all these boys should be submitted for examination.

3A. This examination should be conducted in such a way that the head masters of secondary schools shall have a voice in the selection of the successful candidates.

4. Free places should not be awarded on a written examination only, but considerable weight should be given to an oral test.

5. Boys should not as a rule be transferred from the elementary to the secondary school after the age of eleven.

6. No boy should be allowed to specialize in any subject until he has passed a definite standard of general education.

7. This standard should be that which a boy of ordinary ability may be expected to reach at the age of sixteen.

8. The subjects of a general education should include English, history, geography, Scripture, mathematics, science, and ordinarily two languages (other than the pupil's own), in most cases French and Latin.

8A. It is assumed that a suitable provision is made for physical training, music, drawing, and some form of manual instruction.

9. The examinations for entrance scholarships to public schools should be brought into harmony with the non-specialized curriculum recommended by the Committee as above.

10. In awarding scholarships tenable at Universities, it is important to limit the scope of the special subject, and at the same time to broaden the basis of the examination by encouraging a combination of subjects — *e.g.* (i) classics and a modern language or a branch of science; (ii) modern languages and history; (iii) mathematics and a modern language. Further, it is essential that pressure should not be put upon the scholar to take his degree in the subject or subjects in which he has gained his scholarship.

11. It is essential that the head master, with his colleagues, should have complete liberty in regard to the internal organization and control of the school. The efficiency of schools inspected by the Board of Education is adequately safeguarded by the Board's inspection. In schools, therefore, maintained or aided by a Local Education Authority, the function of that Authority should be limited to the exercise of administrative financial powers and a broad general control of the type of education provided; the administration of the individual schools should be entrusted to separate governing bodies.

THE Cambridge University Press will publish very shortly a new book by Archdeacon Cunningham, entitled, *The Progress of Capitalism in England*, which will contain the substance of the lectures which he delivered in the London School of Economics and Political Science in the Spring of 1915. In his article on "The Progress of Socialism in England" (*Contemporary Review*, January, 1879), Dr. Cunningham pointed out that even at that time the country was ripe for a remarkable development of State interference in industry and commerce, such as has occurred during the present War. In this volume he insists that in all proposals for economic reconstruction, or for the promotion of economic progress after the War, account should be taken of the experience of the past, and he endeavours to state in briefest outline what that experience has been. Incidentally, he recalls the services to political economy which were rendered by the late Dr. Whewell, and shows that, through disregard of his warnings, the study has been in danger of losing its scientific character.

OUR WONDERFUL MUNITION WOMEN.

By AMY B. BARNARD.

UNDER the auspices of the Ministry of Munitions, a few members of the Society of Women Journalists recently visited munition works in the London area and Midlands. It was an unforgettable experience: trudging miles from building to building, or being whirled from factory to factory in motor-cars, dodging lorries, trucks, engines, "steel snakes," and leather belts; trying to walk in the danger areas in rubber shoes several sizes too large, sampling canteen meals, and questioning women and girls about their work, wages, hours, meals, housing, and welfare generally.

The impression I received—confirmed since by the Munitions Department of the Women's Service Bureau—is that the majority of the women munition workers are inspired by genuinely patriotic motives, especially those better educated. There is another incentive. Bullets, fuses, shells mean the saving of life, a protecting curtain fire between the frail body of some loved one and death. The vision of that dear one in mortal combat is ever before the mind's eye of our huge army of non-combatant munition women. You know this instinctively when you say to a row of them, in their blue overalls and quaint mob caps, "Doing your bit?" There is a flash of understanding in the eyes as they look up from their work an instant—just one brief instant, for well the women know what tremendous issues depend on their output. Family needs also impel the mothers to exertion. Their courage is really superb. In a danger building, where a clumsy movement may bring disaster, I have seen four or five girls filling and finishing fuses, their faces swathed, but their eyes merry; their hands as steady as a surgeon's. No tremor of nervousness here.

A fact that adds to their confidence is that in an instant a lady doctor in whom they place implicit trust, with a nurse and an excellent ambulance, could be on the spot. That lady doctor is worth knowing. She is a Scotswoman, trained at Edinburgh and Cambridge, and her great ambition is to render the work of the munition maker safe and perfectly healthy. She described to me how, by laboratory investigation, she had discovered a solution which, when added to the water with which she washed, protected a girl's skin from the rash that besets the careless worker. When performing certain operations with fuses the face is dabbed with a white powder. The result is there are no "canaries" among her charges.

"I tell the girls," she said, "if they have only a pinprick, not to think it too little a thing to tell me about."

The deadly T.N.T. and fulminate of mercury have no terrors. Every new worker who comes into the factory has a record of her health made, and the doctor goes the round of the factories daily. The clever little woman is kept busy, not so much curing and mending bodies, but advising how to keep in health, and interesting herself in the workers' diet and recreation.

These particular works stand where cornfields waved a year ago, and buildings are still being added. When the writer visited them, accommodation was contemplated for 12,000 women workers. Those engaged in the explosives buildings are required to live in adjoining attractive hostels—low structures with single and double-bedded rooms ranged down either side of a central passage, with linen room by the entrance, bathrooms at one end, and a matron—preferably an ex-sanitary inspector—over the hostel. Around the building garden plots were being laid out, while a library and cinema are being planned for diversion during the winter evenings. Everything connected with this factory, a model in its way, is a fine instance of the manner this country has quietly, hardly known to itself, organized munition making.

A large percentage of the munition women belong to the industrial classes and are ex-elementary schoolgirls, but there are workers from all social grades. There are teachers, often nursery governesses, but, as a rule, members of the teaching profession have taken less kindly to the work than domestics, shop assistants, dressmakers, and others. Widows with young children leave these with a granny, send them to a

crèche, or, if old enough, to school. By June this year 450,000 women were employed by the Ministry of Munitions, and 2,250,000 men.

The superintendents and foremen spoke with warm approval of the industry of the women. Whether they work side by side with men and boys, four in a room, or dozens together in a large shop, they set an example in adaptability, obedience, and keenness. In one place there are three national units—English, Scotch, and Irish, but their only rivalry is over the largest output.

As to wages, the majority of those questioned earned from 30s. upwards, and quite young girls were earning 23s. or 28s. a week. A wage of £1 appeared to be quite small, and that of the less skilled operatives. Rates are highest in Government works, and among the most highly skilled and overlookers of rooms. There have been complaints of low pay in certain controlled works, but such did not come under my notice, and there is an effort to secure a universal minimum rate of £1, whether for time or piecework, bonus or overtime.

Since the educated girl of leisure is greatly needed in munition works, it should be known that the operations do not all involve standing, for some sitting is necessary; also that only some shops are noisy and oily, and, even concerning these, disagreeables have been exaggerated.

One foreman, whom I questioned, considered the girls had a refining influence over the men. "And another thing," he remarked, "you don't hear a cross word, and the men don't swear now."

After that, it might not be inadvisable to have a few women onlookers, while some non-commissioned officers are drilling nice-minded lads from colleges and Christian homes!

Any girl of sixteen upwards wanting information about the free training centres for munition work should write to The Training Section, Ministry of Munitions, Whitehall Gardens, London, S.W. Training is necessary for skilled and semi-skilled work, and the Ministry of Munitions wish it to be known that there is a great opening for women of leisure and well-educated girls to serve their country in munition making, both as skilled workers and overlookers, or superintendents. The normal free course in London lasts six weeks, six days a week, four hours a day. It includes simple exercises in bench and vice work, and turning, drilling and milling, to impart "machine sense," and give some preliminary idea of engineering factory conditions. Special instruction for particular work is given to those showing aptitude for it. There are now some sixty-four training centres in various parts of the kingdom. Thus, the munition net is a big one.

JOTTINGS.

THE Banca Commerciale Italiana has made arrangements with the Education Officer of the London County Council whereby the Bank has set aside a capital sum of £1,000 to be invested in British Government Stock, the interest on which will form an annual prize for a student of the Italian language in the commercial institutes. It is estimated that the annual value of the prize will be £50. Only British-born subjects will be eligible.

TRAINING COLLEGES.—Next month we hope to have more to say on training colleges and the future supply of teachers. The effect of the War so far has been not only to reduce and impoverish the staffs of our schools, but virtually to empty our training colleges and the training departments of our Universities of men students. Eleven Church of England colleges for men have been temporarily closed, and the students are admitted to St. John's College, Battersea. In mixed colleges the men's side has dwindled to a skeleton, and the same, or a diminished, staff of women lecturers are instructing a largely increased number of girls.

THE *Oxford English Dictionary* is making steady progress towards completion, and a new section containing the words "stead" to "stillatim" has now been published, for which Dr.

Henry Bradley is responsible. It includes a total of 1,837 entries, of which 135 are marked as obsolete and 36 as alien.

THE following important resolution has been passed by the Committee appointed by Section L (Educational Science) at the Newcastle meeting of the British Association: "That in order to secure freedom of action for teachers of science in schools, and to prevent the instruction from becoming stereotyped, it is undesirable for any external authority to prescribe a detailed syllabus in science for use in schools, whether intended as the basis of examinations or otherwise."

WE have received a prospectus of a new language school for missionaries in China at Peking, in the founding of which American and English missionary societies have combined. The Director, Mr. W. P. Pittus, is a strong advocate of modern methods. The institution of this school shows that missionaries are at last realizing the need for reform in this branch of their curriculum.

MESSRS. JACK announce the publication next month of the authoritative *Life of Theodore Watts-Dunton*. The whole of the correspondence and private papers have been placed at the disposal of the editors, Mr. Thomas Hake and Dr. Compton-Rickett. The former was an intimate friend of Mr. Watts-Dunton, and of Rossetti, Borrow, and Morris. All the great contemporary literary figures were friends and correspondents of Watts-Dunton, and the *Life* (which will be in two volumes, with portraits) will be one of quite extraordinary interest.

ROLL OF HONOUR.—Captain Keith Lucas, D.Sc., F.R.S., has died in consequence of injuries received while flying. He was a Fellow of Trinity College, Cambridge, and a gifted and promising physiologist. Others who have fallen are Captain G. Warre Cornish, Somerset Light Infantry, son of the late Vice-Provost of Eton; Captain E. J. Smith, Duke of Wellington's Regiment, Assistant Master at Nantwich Grammar School; Captain Edward Harris, of New Zealand, son of Archdeacon Chambers Harris, formerly Head Master of Christ's College Grammar School, New Zealand; Second Lieutenant H. D. Keigwin, Lancashire Fusiliers, formerly Director of Music at Trinity College, Glenalmond; Second Lieutenant G. E. Elliott, Duke of Wellington's Regiment, son of the Head Master of Rishworth Grammar School, Halifax, and Assistant Master at Wadham House, Hale; Second Lieutenant F. L. Henley, Sherwood Foresters, Assistant Master at Kilburn Grammar School; Second Lieutenant A. G. J. Alderson, Machine Gun Corps, Master of Sherborne School; Second Lieutenant John Handyside, Liverpool Regiment, Lecturer in Philosophy in the University of Liverpool.

THE governing body of the School of Oriental Studies, London Institution, have appointed Mr. Edward Denison Ross, C.I.E., Ph.D., to be Director of the school. Dr. Ross went to Calcutta in 1901 to be Principal of the famous Madrasah for Moslem Education, and during ten years there he greatly improved the school. For three years he was officer in charge of the records of the Government of India and an Assistant Secretary in the Education Department. He came home in 1914 to be Keeper of the Stein Antiquities in the British Museum, but soon after the outbreak of War was selected to organize the War Translation Bureau at the War Office. He will take up his work almost immediately.

THE John Curwen centenary will be celebrated by a festival service at St. Paul's on Saturday, November 4, at noon. The musical portion of the service will be rendered by a school choir of several thousand singers, conducted by Mr. Charles Macpherson, the Cathedral organist, and the address will be given by the Bishop of Barking. No tickets are required.

THE first autumn meeting of the Music Teachers' Association will be held on November 25, when Miss Eggar will lecture on "The Music of Our Future."

APROPOS of a Note on "Juvenile Delinquency," a correspondent informs us that a play centre in the Woolwich district, where she was assisting, was temporarily broken up by an effraction of young barbarians. It appeared that a gang of these had possessed themselves of a key to the iron gates and raided the classes at will.

THE REV. HAROLD A. P. SAWYER has been appointed to the Head Mastership of Shrewsbury School in succession to the Rev. C. A. Alington, and will take up his post at the end of the present

term. Mr. Sawyer was a scholar of Queen's College, Oxford, and took a Second Class in Classical Moderations and in the Final School of 1887. He was for three years a master at St. Dunstan's College, Catford; for eleven years at Highgate School, before his appointment to the Head Mastership of St. Bees School, where he has been since 1903.

At a recent meeting of the Governors of Bishop Auckland County School for Girls, Dr. Alexandra Fisher, M.A., D.Litt. (London), at present Head Mistress of the County Secondary School for Girls, East Dereham, Norfolk, was chosen out of 101 candidates to be Head Mistress in succession to the late Miss Ashworth.

THE Head Masters' Conference will hold their annual meeting at Rugby School at 2.15 p.m., on Thursday, December 21, and on Friday, December 22.

MR. JOSEPH EDWIN BARTON, M.A., Head Master of Wakefield Grammar School, has been appointed to the Head Mastership of Bristol Grammar School, in succession to Dr. Cyril Norwood, now Master of Marlborough College. Mr. Barton, who was born in 1875, was a scholar of Pembroke College, Oxford, where he obtained Firsts in the two Classical Schools and the Newdigate Prize for English verse. He was Head Master of the Crypt Grammar School, Gloucester, before going to Wakefield.

Two lectures will be given by the Rev. Father Nicholas Velimirovic, Professor of Theology in the University of Belgrade, at King's College, Strand, at 3 p.m., on November 4, on "Serbian Architecture and Poetry," and on November 11, "The Russian Democracy," in aid of the funds of W.E.A. For price of tickets apply to Mr. S. Furniss, 14 Red Lion Square, W.C.

SAFE NOVELS.

Salt and Savour. By Mrs. ALFRED SIDGWICK.
(5s. net. Methuen.)

Of course it is bad that salt should lose its savour. But a worse thing still may happen to salt. It may be used immoderately and produce a dish that nauseates. *Salt and Savour* is an English hymn of hate in the form of a novel. The shades of night, which are Germany, are peopled by caricatures of men and women, almost all of whom are wilfully insulting, vilely ill-mannered, and preposterously clothed; figureless if women, bull-necked if men. Fortunately the arch-villain—a Prussian officer, of course—is caught signalling from a London hotel during a Zeppelin raid which leaves the naturalized English girl, who married him for no conceivable reason save that the plot required it, free to marry the patient Englishman whom she loved from the beginning.

Olga Bardel. By STACEY AUMONIER. (5s. Methuen.)

This is apparently Mr. Aumonier's first novel, though not his first essay in fiction. There is no immaturity in the treatment or weakness in the writing. It is a sincere and thoughtful story of an artist's life, from her childhood in an obscure slum to middle age. There is humanity and understanding in this study, and a curious quality of beauty and strength arising from its directness and sincerity.

The Great Tradition. By KATHARINE FULLERTON GEROULD.
(5s. Methuen.)

All the stories in this volume are interesting. Two of them, the first and the last, are perfect. The balance of inner and outer is exquisitely achieved. In both a strong and joyful purpose to freedom, slowly unfolded during years of baffled life, is arrested on the wing of flight, and forced to droop again in bondage, never to soar "where that immortal garland is to be run for." To attempt a description of the plot would be an injustice, for the theme lives only in its treatment. But in both these stories, by a curious coincidence, an honourable escape is meditated from an unhappy married life—in one case by the wife, in the other by the husband. Only one story, *Leda and the Swan*, seems to be psychologically false; all are admirably written. We hope that another volume of Mrs. Gerould's stories will follow on this.

1914. By JOHN OXENHAM. (5s. Methuen.)

A story of the outbreak of war, in which scarcely an obvious detail is lacking. We have the girl studying in Germany brought home by her fiancé at circuitous length through Switzerland; war marriages between two suburban families; the German doctor and family friend caught red-handed among his wireless apparatus on the roof; the shirker who is making large war

profits. All the Germans commit characteristic atrocities; all the English, except the shirker, are patriots. The two young men who were married on the outbreak of war are kindly preserved; both suffer foul treatment at the hands of the Germans and are safe till the end of the War. The younger sons, who can be better spared, are killed instantaneously in each other's arms—a fact which the parents bear with extraordinary fortitude as they had "forecasted" it. One wonders how, at this date, such a superficial version will satisfy.

Redwing. By CONSTANCE SMEDLEY. (6s. Allen & Unwin.) This story is really about the growing-up of Mimsy, and the people she knew. Redwing, the most significant of these, gives his name to the book. He is the only child of distinguished and adventurous parents who have fallen into proud obscurity in consequence of the father's imprisonment for responsibility in a financial swindle. Mimsy, a girl of seventeen, goes as governess to Redwing, aged fourteen, and is herself educated by the proud, precocious, intellectual boy, with his unquenchable sincerity and strength, and merciless gift of analysis. This is only the beginning of Mimsy's adventures. She is an inspiration to many people, and particularly to a former lover of Redwing's mother, who tries in vain to marry her. It is only on the last page that Redwing claims her. There are some false notes in the story, but it is well written, and shows some really interesting character study. We must congratulate the publisher on the effective design and colouring of the paper cover, a thing most rare.

The Vermilion Box. By E. V. LUCAS. (5s. net. Methuen.) These letters, written between the later part of 1914 and the middle of the present year, exhibit most of the rare gifts which have made Mr. E. V. Lucas a familiar name in the literature of the day. Had he lived in the eighteenth century he would have given us, not one volume that may be read in a long winter afternoon, but a dozen that Macaulay himself would have taken a week to devour; but in these days of storm and stress, when few, if any, have "leisure to be wise," he is content to provide his readers with a guide to the characters, and plunge them *in medias res*. None of the letters is dated, and there is a lack of gradation. Mothers are gradually reconciled to the enlistment of their sons, and the sons develop more serious qualities, though preserving to the end the frolic temper of the public-school boy; but the changed aspect which the two fateful years have wrought on English society is barely indicated. Richard Haven, the shrewd and sober bachelor uncle, who acts as the consulting barrister of the family, is an admirable portrait, and the romance is supplied by two sporting advertisements inserted in the *Times* by "Lonely Subalterns," with two marriages, and a V.C. as a finale. Mr. Lucas gives us, as he promises, a glimpse at "the social life of England during the War," and he amply fulfils his promise. It would be ungracious to complain that of the working multitude—the toilers in schools and colleges, in the factory, and on the farm—we hear nothing.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

We return to the meeting (mentioned in our last number) of the National Education Association at New York. "Preparedness" is foremost among current topics in the United States. Last year the Association declared emphatically against military training in schools; this year, whilst recognizing the right of States and communities to prescribe it, the Associates laid down that it must be subordinated to the real mission of the school. Of the resolutions in which their opinions were formulated the seventh runs thus:—"Resolved, That the National Education Association gives expression again to the consciousness that the school is an institution developed by society to conserve the wellbeing of humanity, and that on this solid foundation all subordinate aims and uses of the schools should be made to rest. Assembled as it is in a time of worldwide disturbance, doubt, and uncertainty, and of consequent national concern, the Association affirms its unswerving adherence to the unchanging principles of justice between persons and between nations. It affirms its belief that the instruction in the school should tend to furnish the mind with the knowledge of the arts and sciences on which the prosperity of the nations rests, and to incline the will of men and nations towards acts of peace. It declares its devotion to America and American ideals, and recognizes the priority of the claims of our beloved country on our property, our minds, our hearts, and our lives. It records its conviction that the true policy to be followed, both by the school and by the nation which it serves, is to keep the American public school free from sectarian interference, partisan politics, and disputed public policies, so that it may retain unimpaired its power to serve the whole people."

The N.E.A. on Military Drill in Schools.

While it recognizes that the community or the State may introduce such elements of military training into the schools as may seem wise and prudent, yet it believes that such training should be strictly educational in its aim and organization, and that military ends should not be permitted to pervert the educational purposes and practices of the schools."

The Department of Science Education was agreed that science teaching in schools should be reorganized, but discordant as to the methods and extent of reorganization. It is, however, in the general Resolutions of this representative body of American schoolmen that English readers will take most interest. They included one creating a committee to ask President Wilson to appoint a Commission of Five to investigate and report upon the condition of woman on the farm and in the rural home; one urging an appropriation of 50,000 dols. to disseminate information concerning the education of immigrants; one favouring woman suffrage, and one making the following significant demands:—1. The powers and duties of Superintendents of Schools should receive definition by legislative enactment; definite professional qualifications should be required of all appointees to office. The term of the Superintendent of Schools should be not less than three years; the power of nominating all teachers and members of the education staff should be given to the Superintendent. 2. The tenure of office of teachers should, after a probationary period, be permanent. Removal should be possible only for inefficiency, immorality, or grievous neglect of duty. Salaries should be fixed so as to ensure to teachers a standard of living in keeping with the professional demands made upon them. Retiring allowances or pensions should be provided either by State or local action.

Security of tenure is as urgently needed in the United States as in England, of which statement the case of the Chicago teachers may be adduced in evidence. Last autumn it was proposed to dismiss teachers who belonged to the Chicago Federation of Teachers, a trade union associated with the National Federation of Labour. Courts of Law put a veto on the proposal. Lately the School Board arbitrarily dismissed sixty-eight teachers, most of whom had been employed in the schools for many years. The party on the Board led by President Loeb asserted that this action was taken in order to get rid of incompetent and insubordinate persons. Now since it was admitted that forty of the cast-off teachers were "good, superior, or excellent," these at least must have been discharged for insubordination. Thirty-eight of them had been active members of the Federation, their connexion with which was clearly the head and front of their offending. Formerly Chicago teachers could expect continued tenure of office if they had not been charged with inefficiency during the previous year; according to the precedent now set, all of them are dependent on annual election. We incline to the opinion that, the teacher being something more than a working man, the affiliation of a Teachers' Union to a Labour Union is inadvisable. The summary dismissal of teachers who think otherwise is a high-handed proceeding—a blow that reaches the children and recoils on the State.

In the old days—of to-day we elect to be mute—teachers of English in England were men or women incapable of teaching either classics or mathematics. Teachers of English in the United States have asserted their rank and their unity, having a National Council and an official organ, *The English Journal*, published by the University of Chicago Press. The National Council of Teachers of English held a special meeting at New York during the sitting of the N.E.A. In the discussions stress was laid on the advantage of separating the instrumental elements of English instruction from the æsthetic, and on the need of agreement as to the essentials of grammar and composition. A resolution was passed which demanded for the English classroom an equipment including a mimeograph, a duplicator and supplies, stereopticon, curtain and slides, a projectoscope (to take postal cards), an unabridged dictionary on stand, a lantern to throw on a screen a page of written composition, pictures, a victrola and educational records, rugs, potted plants, vases and busts. The old-time teacher, whose qualification was ignorance, would have wondered what use could be made of these strange implements. American teachers, we observe, continue to urge the importance of oral composition, neglected because examinations impose only written exercises.

The General Education Board (a private body) announces that it will complete the examination—in which educational experts have already been for five months engaged—of the Gary system, and will issue the results in a comprehensive volume. Again, seeing that, whilst much labour has been given to the devising of special education for defective children, little scientific attention has been paid to those of unusual talent; the Board has made an appropriation to Prof. Guy M. Whipple of the University of Illinois, to enable him to study certain questions relating to these—how soon in life they may be

Some Work of the General Education Board.

discovered, how their energy may be best employed and their time economized, what the school can do for them more than for the average child. Lastly, there is in the United States a movement in favour of the Junior High School, which comprehends the seventh and eighth grades of the elementary school and the lowest of the present high school. [But see more in *Educational Administration and Supervision*, ii, 7.] The Board has resolved to investigate the curricula, methods of teaching, and results obtained in the Junior High Schools now in operation. The inquiry will be conducted by Prof. Thomas H. Briggs, of Teachers College, Columbia University, New York.

GERMANY.

In France, in the United States, in England, and elsewhere, the War has set many inquiring what the education has been that made the Germans German. Let us report objectively what they themselves have to say on the subject. The year in which the War broke out happened to be the centenary of the death of Fichte, the philosopher who yielded so much formative inspiration to Germany, and *Pädagogisches Archiv* (LVI, 1) published then an article, "J. G. Fichte als Schöpfer des modernen Erziehungsideals" (J. G. Fichte as Creator of the Modern Educational Ideal), by Oberlehrer Dr. Polykarp Hauck, of Essen a.d.R. The matter of the article may be recalled instructively.

According to Fichte, the essence of man is his free deed, his freedom—his free deed done in an external world not free, but controlled by the chain of causation. It is the individual that creates humanity, that is to say, free activity. But in his conception of the individual (*Individuum*) Fichte went a step beyond his predecessors. For them the *Individuum* was a single person; he, impelled by the circumstances of his time, became the discoverer of the Nation, of the people as a necessary *Individuum*. He could find only one people that was a real *Individuum*, namely, the German, all others having lost their original and characteristic natures. The German people alone had still its character and personality. It had kept its language as a witness to its individuality. In the hour of its peril it became plain what a loss to mankind its destruction would mean; for the ideal of humanity would remain unrealized if the German people could not realize it. All other nations were Epigoni; they had taken over the language of antiquity, and so also its circle of thoughts and its intellectual limitations. None but the German could safely appropriate antiquity and build anew from it, because the German had retained with his own language his original mode of thought.

To promote humanity (*humanitas*, in Fichte's sense) or free activity is, then, the task of a definite people, upon which lies the duty, not to be repudiated, of preserving and diffusing among its members a receptivity for *humanitas*. This can be effected only by a suitable education. The aim of this education is *die Bildung des Menschen zum Menschen*, the forming of a man into a man—into one who makes use of his freedom and brings into play his higher nature. The means will be to accustom a child to observe the fundamental law of his nature, freedom. This can be done only through the use of freedom—through true self-activity. The acquisition of knowledge is *subsidiary* and an effect of continued intellectual activity.

So may be condensed Dr. Hauck's able article. We content ourselves with the briefest commentary. Education through self-activity is the cry of most modern reformers. That the end is free action, bodily and mental, not knowledge, is a noble and imperishable thought! The enlargement of the idea of the *Individuum* forms the basis of that subordination of the individual to the State (the Nation in its executive capacity) with which German education is continually reproached, as by M. Emile Boutroux: "elle travaille à former, non des hommes, mais des instruments"; the State having the mission, the men are its tools. Nationality is not a closed circle. Nations perish, after having lived spiritually by an exchange of cultural elements. The doctrine that there is any One, or Chosen, nation all history has shown to be absurd. A belief in it did not save the Hebrews from dispersion—a belief in it has to-day cost Germany her colonies, her seaborne trade, and the flower of her manhood.

FRANCE.

To commemorate the historic day, August 4, 1914, when Britain declared her solidarity with France, a Comité de l'Entente Cordiale was formed. This committee, consisting of eminent persons, changed its name soon afterwards to Comité franco-britannique. Its object is no longer merely to celebrate an anniversary, but to draw closer the bonds which "unissent dans l'héroïsme et qui uniront dans la victoire les deux grandes nations voisines désormais inséparables." Illustrious names give it sanction. With one of the sections we are concerned—the Section littéraire et pédagogique, over which M. Alfred

Croiset, Doyen de la Faculté des Lettres de l'Université de Paris, presides. To unite the two nations mutually in the study of language and institutions will be found to be as efficacious a means as any reciprocity of trade.

CEYLON.

The new Report covers the period from January 1 to December 31, 1915, and naturally exhibits some results of the War, which caused the opening of new buildings to be delayed and drew children prematurely from school owing to the need of economy on the part of their parents. In 1914 the number of pupils in the schools of Ceylon was 385,334; in 1915 it was 384,533—a decrease of 801, the loss being in Grant-in-aid and Unaided, not in Government, schools. Our interest in the education of girls is lively and we look to see how they are faring in Ceylon. The total number returned of those attending Government and Aided Schools was 109,779, which made an increase of 2,642 for the year. In Unaided Schools, moreover, there were 8,602 girls; so that, in all, it is computed that 39 per cent. of the girls of school age were receiving instruction. According to a New Code those in secondary schools had to take lessons in domestic science, and so in elementary experimental science; but the War hampered the supplying of them with chemicals and apparatus! Ceylon girls, when they sew, will, it seems, wear a thimble without using it; in the villages they let the clothing be made by a man, except when it is necessary to show the Inspector what can be done. We observe with pleasure that drill is taught in all the Government Schools of Ceylon, and that physical training is compulsory in all Aided secondary schools.

A little picture of a "religious difficulty" is interesting. The Tamil class in the Government Training College having been closed, Hindus had no longer the opportunity of training themselves there, and difficulties stood in the way of their establishing an institution of their own. A conference was ultimately held, at which representatives of the Education Department, of the Christian Missions, and of the Hindu community were present. It was proposed to organize in the Jaffna district a joint institution, the Hindus being granted a share in the management, and Hindu students allowed to attend lessons on the theory and practice of teaching and in non-religious subjects. The Catholics, while willing to admit Hindus to the secular lessons at their own institution, were not willing to unite in carrying on a joint institution. The other three Christian bodies—viz., the Church Missionary Society, the Wesleyan, and the American Mission—and the Hindus were ready to make an attempt at working in concert. A joint Training School, situated in the Church Missionary compound at Copay, will, as it is hoped, be at work in the present year.

UNIVERSITIES AND SCHOOLS.

OXFORD AND CAMBRIDGE DURING THE WAR.

The Universities are now beginning their third academical year of the War. Every term the process of "carrying on" becomes more difficult and seems more unreal. It was said of a former Principal of a Scotch University that he would think the University perfect if only there were no undergraduates. Oxford and Cambridge are rapidly approaching that blissful state, but none can pretend that they like it. There are about 450 undergraduates at Cambridge this term, and about the same number at Oxford. If they could be got together into one or two colleges in each University, they would make respectable societies, with some life and character of their own, but there is no prospect of that being done. All colleges are now run by a small minority of the usual governing body; the young dons are, of course, away on military service, many of the others are working in Government offices, and the remnant are getting on in years, and often immersed in keeping up little bits of administrative work for those who are away, and no such revolution as that of making many fragments of colleges into one college is to be expected from them. Properly, no doubt, the colleges should give place to the University and the Universities grapple with the problem of their changed conditions themselves. Serious consideration might then be given to the question whether it is worth while keeping up the Universities for the sake of a few invalids and visitors from abroad. Perhaps it is, perhaps it is not; but, as things are, the Universities are not asked to face the situation. The colleges go on making arrangements with their members for terms ahead, secure in the view that a lion with only a very little kick left in it is better than a live dog. The Universities have to make the best of it, and there is not really much ground for complaint. Whatever some may think of

Universities, there is no doubt that colleges cannot be expected to flourish without undergraduates, and we need not forget the advantages of the college system because its skeleton is bony. Our abandoned state, for we all feel that we are abandoned, is evidence of how largely we are teaching Universities. For, if the business of a University is to produce learning or research, there is much to be said for an academic life untroubled by pupils. Those that are left might be engaged in "settling *tri's* business" and other such pursuits. I doubt if anyone in either University has cultivated such detachment from the fortunes of his pupils and of his country. The scientists have, many of them, their research work for Government; the doctors have, unfortunately, only too much to do in the Army hospitals; but the members of other faculties who remain are busy mainly in tying up the little ends of college business that are always coming undone, and discussing what changes we shall make when the young men come back and we have a University again. There were no less than three conferences on Education in Oxford in August, and discussion is not confined to conferences. It will be very interesting to find, after the War is over, whether compulsory Greek and all the other last ditches of before the War will be as stubbornly defended as ever. Cambridge has apparently found a way of dodging compulsory Greek for those who have been serving, but that will not take us very far. Compared with the changes that may be wanted, the abolition of compulsory Greek is as nothing. Will the Universities be ready to meet the altered circumstances, or will they use the splendid services that their members have rendered to their country as an argument for opposing all change?

Leaving these remote speculations, there is a more immediate problem which grows more acute the longer the War lasts. What are the Universities to do for the large number of men who went to the War in the middle or the beginning of their course? They have already given most of them a degree, but they will have to think of giving them some education as well. Men will not be able to take the full course as they would ordinarily have done, but they will many of them want some period of training before they take up their profession. How are the Universities going to provide for them? Men's needs will be very various, and no University scheme is likely to be sufficiently elastic. The question is being taken up by the different faculties. It might well be tackled by combinations of colleges.

In the meantime, Oxford and Cambridge are still great educational centres. Lecture rooms and college halls are full, and most college rooms have four occupants instead of one. If I were to give elaborate details of these new educational centres which are in the Universities but not strictly of them, I might come under the operations of the Defence of the Realm Act. It is, however, common knowledge that most of the colleges in both Universities are now the home of Cadet Battalions or other Army schools of instruction. The War must have made all educationists realize that the Army is one of the greatest educational forces in the country. In the last two years the Army has given more instruction than all the educational institutions in the country put together, and almost all University men, Scholars and Fellows of colleges included, have undergone instruction at its hands, done its examinations, and been told how to take notes, even had their notebooks inspected. Army methods of teaching are not pedagogically perfect, but they are very different from the ordinary methods of Academic teaching, and their differences are sometimes instructive. It will be interesting to see how far they will leave their trace on the University after the War. In any case, while mourning the ancient Fellowship, whose ranks are daily being thinned in all parts of the world, it is some consolation to see the members of this "temporary" University sitting about in the Quad, or enjoying their scanty leisure on the river. They form a University whose course is, indeed, the shortest, but which, nevertheless, is more democratic and more truly representative of the nation than any University that there has been at either Oxford or Cambridge for many a long day.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN.

Scholarships for September have been awarded as follows:—The Gilchrist Scholarship of £30 to Miss D. K. Jewell, B.A. Bristol (Honours, History, Class I); College Scholarships of £25 and £20 respectively were awarded to Miss D. Sutcliffe, B.A. Leeds (Honours, History, Class I), and Miss E. E. Bearsley, M.A. Aberdeen (Honours, English, Class I). A Bursary was also awarded to Miss M. Herbert, B.A. Leeds (Honours, History, Class II).

COLOUR CHEMISTRY AT LEEDS.

The national urgency of the need for scientific research in colour chemistry and dyeing has led the University of Leeds, acting on the advice of its Textile Industries and Dyeing Committee, to re-organize upon a larger scale its Department of Colour Chemistry

and Dyeing, which was endowed by the Clothworkers' Company of London. The staff of the Department will now be as follows:—

1. Mr. Arthur G. Perkin, F.R.S., F.R.S.E., F.I.C., Professor of Colour Chemistry and Dyeing and Head of the Department. Mr. Perkin comes of a distinguished scientific family, being a son of the late Sir W. H. Perkin, the discoverer of the aniline dyes, and brother of Prof. W. H. Perkin, of Oxford. He has for many years rendered distinguished service to science while Lecturer and Research Chemist in the University of Leeds, and possesses an extensive colour works experience, having been for six years senior chemist and for four years manager of the Alizarine Works of Hardman and Holdens, Manchester.

2. Dr. J. B. Oesch, Ph.D. Zurich, a well known Swiss chemist, will in future be in charge of the laboratories of colour chemistry. He was for many years a colour chemist in one of the chief Continental factories, and has made important contributions to the chemistry of his subject.

3. Mr. G. H. Frank, M.Sc., F.I.C., remains for a further period in charge of the Experimental and Practical Dye Houses. Mr. Frank is an experienced research chemist, whose work in the past has added largely to the success of the department.

4. Mr. P. King, formerly a student at the Yorkshire College, has for several years been chemist to Messrs. Courtaulds, Ltd., Braintree, Essex. At the request of the University, he has obtained permission from his firm to leave their service in order to take up teaching work in the department. Mr. King, who has extensive dye-house experience, will be subsequently in charge of the Experimental and Practical Dye Houses.

5. Lieutenant A. E. Woodhead, M.Sc. Lieutenant Woodhead has been relieved by the War Office from military duties elsewhere, in order to act as Commanding Officer of the Leeds University Officers' Training Corps, which will now be reopened in accordance with the recent Army Council regulations.

In addition to a course of systematic instruction, the University desires to give its students an opportunity of hearing at first hand from technical chemists of eminence some account of the work in which they are specially engaged. The University feels it a privilege to have obtained as external lecturers for the coming session the following well known technologists:—

6. Mr. C. F. Cross, B.Sc., F.I.C., of Messrs. Cross & Bevan, the well known authority on cellulose and the cellulose industries, discoverer of viscose. Mr. Cross will give a special course of lectures on "Cellulose in relation to the Textile and Paper Industries," and on "Cellulose Derivatives and their Industrial Application."

7. Mr. H. P. Hird, of Messrs. Hird, Chambers, & Hammond, Huddersfield, specialist in the distillation of coal tar, will give a special course of lectures on "The Methods of Coal Tar Distillation."

8. Prof. E. R. Watson, M.A., D.Sc., Professor of Chemistry at Dacca University, India, is well known for his contributions to the chemistry of colouring matters. Prof. Watson, who is on leave from India, will give a special course of lectures on "Colour and its Relation to Constitution."

The University is now in a better position than ever to render help to the whole of the dyeing and colour-making industries of the country. It is gratified to have been able to comply with the request that it should provide laboratory accommodation for the use of a staff of chemists working on behalf of British Dyes, Ltd. The work of these chemists will be done under the general supervision of the Professor, and will be exclusively in charge of a member of the University staff. The University welcomes the opportunity of co-operation with this large and important factory in carrying out the national purpose for which it has been created and subsidized by Parliament.

The following gentlemen are members of the Textile Industries and Dyeing Committee of the University of Leeds:—Mr. Joseph Lowden (Chairman), the Pro-Chancellor (Mr. A. G. Lupton), the Vice-Chancellor (Mr. M. E. Sadler), Mr. H. E. Aykroyd (Bingley), Mr. Alfred Barran, Mr. J. G. Chadwick, Mr. Francis Davis (Halifax), Mr. George Garnett (Apperley Bridge, Bradford), Mr. Percy Gaunt (Farsley), Mr. J. F. Greenwood (Haworth, Keighley), Mr. Fred Kinder, Mr. Herbert Kitchen, Dr. A. Liebmann (Weybridge), Sir W. H. Marling, Bart. (Stroud), Mr. Oliver Marsden, Mr. Jonathan Peate (Guiseley), Mr. Rufus D. Pullar (Perth), Mr. J. Harold Smith, Prof. A. Smithells, F.R.S., Mr. Marshall Stables, Mr. Jeremiah Whitaker (Burley-in-Wharfedale), Mr. John R. Willans, Mr. C. J. Wilson (Hawick).

SCOTLAND.

At a recent meeting of the University Court, the Principal announced that Mr. William Weir, of Glasgow, who represents the Ministry of Munitions in Scotland, has given to the University a sum of £2,500, for

Glasgow.

the purpose of maintaining a Lectureship in Russian. The gift will provide an adequate stipend for five or six years. The lectureship will have an important place in the scheme for establishing a Russian Institute in Glasgow, which is being promoted by the Lord Provost, in co-operation with the University, the Athenæum Commercial College, the Chamber of Commerce, and other institutions. It is proposed that the University Lecturer should also be the Chief Lecturer at the Commercial College, that there should be a bureau for providing information on all matters concerning intercourse with Russia—e.g. trade, finance, travel, openings for enterprise, employment, law, economic conditions, credit, banking, &c., and that travelling scholarships of £150 a year should be established, on the lines of the proposed Kitchener Scholarships, to enable young business men and other students to reside for a year in Russia, after having received the necessary instruction in the Russian language, &c. The scheme of the Institute, which has been very carefully considered, is most comprehensive and full of promise. The annual cost will probably be between £2,000 and £3,000, and it is expected that an appeal will presently be made to the people of Glasgow and the West of Scotland to provide the money. Since the end of September the D.S.O. has been awarded to three Glasgow graduates, one of whom is a son of Prof. Sir Henry Jones, and nineteen former students and graduates have received the Military Cross. A second issue of the University "Roll of Service" has appeared. It contains the names of 2,243 commissioned officers, 151 non-commissioned officers, and 412 privates. The casualties recorded are: Killed, 165; wounded and missing, 5; wounded, 160; missing, 5; prisoners of war, 4. The comparatively small number of wounded is doubtless due to the difficulty of tracing all the cases. Two have been awarded the Victoria Cross, thirteen the D.S.O., and thirty-eight the Military Cross, in addition to those already mentioned. Several men have also received French, Russian, and Serbian decorations, and 108 have been mentioned in despatches. Mrs. Gwynne Vaughan, widow of Prof. D. T. Gwynne Vaughan, has presented to the University her husband's collection of over two thousand anatomical slides. There is probably no collection of like quality in existence.

At the opening of the Winter Session of the University, sixty students enrolled in the German classes, the largest number since the institution of the Lectureship in German. It may safely be said that

Aberdeen.

this is due, not to any pro-German feeling, but to Aberdonian intelligence and foresight. The General Council has resolved not to proceed with the election of two Assessors to the University Court, but to ask the Secretary for Scotland to make an Order continuing in office for another year the present Assessors, and empowering the University Court to deal with any casual vacancy during that period. The Council also, on the understanding that the Preliminary Examinations Ordinance has been withdrawn, resolved to request the University Court to reconsider the recognition of an appropriate school certificate as a normal channel of entrance to the University in any Faculty, the University to reserve the power to demand proof of proficiency in any subject before admitting to the classes in that subject.

The number of matriculated students in 1915-16 was 1,811 (1,330 men and 481 women). The number in 1914-15 was 2,415; and in 1913-14, 3,282. The number of women medical students has increased

Edinburgh.

from 78 in 1913-14 to 146 in 1915-16. Up to October 16 in the present year, 176 women have matriculated in Medicine, the highest number in any one year. The "Roll of Service" now contains 4,986 names, including those of 460 O.T.C. Cadets preparing for commissions. The total number of commissioned officers is over 3,400. The number of those who have been killed or died of wounds is 211. The distinctions which have been awarded include: D.S.O., 20; Military Cross, 54; Distinguished Service Cross, 2; D.C.M., 2. Ten have been honoured by our Allies, and over one hundred have been mentioned in despatches. The new hostels for women students, provided by the Carnegie Trust (for the University) and the Education Department (for the Provincial Committee) have now been opened. The hostels are already well filled, and only a few of the places reserved for University students remain unoccupied. The cost of the three blocks of buildings, which have so far been erected, is between £50,000 and £60,000. The fee for board-residence is £1 per week.

The number of students in attendance at the College has decreased since 1913-14 by almost 50 per cent., and there has been a corresponding decrease in the revenue from fees. The College has been doing a great deal of work for the Government in the departments of Chemistry, Metallurgy, and Engineering. The "Roll of Service" contains 2,180 names, and the honours conferred include two Victoria Crosses, one D.S.O., and twenty Military Crosses, as well as several other medals and decorations.

Royal Technical College, Glasgow.

IRELAND.

The opening of the academic year in University College, Dublin, was celebrated, as usual, by High Mass in the University Church in St. Stephen's Green on Sunday, October 22. Dr. Walsh, the Roman Catholic Archbishop of Dublin, presided, and a large number of professors and students attended. An appropriate sermon was preached by the Rev. P. Walsh, M.A., Dean of Residence.

The National school teachers have been carrying on an active campaign during the month to secure a War bonus on their salaries. As the starting salary of a male teacher is 23s. 4d. per week, and out of the 13,000 teachers in the country over 5,000 receive that sum and only a few hundreds have salaries amounting to 50s. a week, in view of the fact that the cost of living has increased some 60 per cent. since the War began, the demand does not seem unreasonable. A public meeting was held in the Mansion House in Dublin at the beginning of the month to state the teachers' case, followed by meetings in Belfast and elsewhere. A good many were of opinion that the teachers should agitate for a permanent increase of salary, and not merely a War bonus. The teachers' demand was supported by resolutions passed by the Board of Education of the General Assembly of the Presbyterian Church in Belfast, and by the Diocesan Synods in a recent meeting in Dublin. Dr. Bernard, the Archbishop of Dublin, who presided at the Synod meeting, said that he believed the day was coming when a schools rate would have to be levied in Ireland as in England; it was hopeless to expect the Treasury to do more at the present crisis, when the national resources were so heavily taxed. Dr. Bernard professed himself one of those who thought that the National Board system was a very good system, and he doubted if the teachers would be much better off by a change of paymasters.

Subsequently a deputation from the National School Teachers' Association waited on the Chancellor of the Exchequer in London to lay their claims before him. It is now reported that the Government have decided to grant a bonus of 4s. a week for those in receipt of a salary not exceeding £100, and 3s. a week for those with a salary of over £100, with half rates for women.

This decision has not met with general satisfaction, and meetings have already been held in Belfast and elsewhere to protest against it, on the double ground that the bonus is inadequate and that it differentiates unfairly between men and women. Out of nearly 10,000 members of the organization, one-half are women, and if their Central Executive Committee insists on equal treatment for men and women, as was suggested at a meeting of the Birr Teachers' Association the other day, there ought to be some chance for the women teachers to enforce their claims.

The question of the loyalty of National school teachers still continues to be discussed in some quarters. In an article in this month's *Blackwood's Magazine*, Dr. Mahaffy, the Provost of Trinity, returns to the attack, and declares that the National schools have been, and are still being, largely used to foment disloyalty; the great majority of them are managed by priests, a considerable number of whom are *Sinn Féiners* and a still larger number afraid of that organization.

Accusations of disloyalty, however, are very easily made, especially in an atmosphere so charged with passion and mutual distrust as that in which we live at present. Some little stir was created recently by the report which appeared in the *Irish Times* of the meeting (already referred to) of the National Teachers' Association in the Mansion House, to press for a War bonus. One of the speakers, Father Byrne, who spoke of the "fine young fellows who were now at the front gaining glory for their country," was (according to the report) received with hisses and interruptions. This statement, which drew forth, of course, a good deal of comment unfavourable to National teachers, was contradicted in a letter to the Press written jointly by Prof. Culverwell (the Chairman) and the Rev. Denham Osborne (a speaker at the meeting), who declared that Father Byrne's words had been received with "loud and general applause," and that a slight indication of dissent, coming from a few men at the back of the hall, was not necessarily to be set down to the National teachers, as the meeting was a public one and open to all comers.

The scheme which has been adopted in Belfast of giving higher grade certificates on examination results to pupils leaving National schools, seems to be working satisfactorily; at the examination in June, 615 pupils were sent forward for the examination, of whom 499 passed, 198 with honours. The Post Office authorities are giving preference to those who have the higher grade certificate, and the Technical Institute accept it in lieu of examination for entrance to trade classes.

Temperance reformers are working a movement to have temperance teaching made a compulsory part of the program of National schools. The Catholic Total Abstinence Federation, in its annual meeting held in the Mansion House, and some of the

Diocesan Synods have been urging the step, and it is understood that a deputation has been sent to Dr. Starkie, the Resident Commissioner, on the subject.

STUDENTS IN CAPTIVITY.—The first meeting of the newly formed Committee for the management of the British Prisoners of War Book Scheme—a War Charity hitherto carried on by Mr. A. T. Davies at the offices of the Board of Education, but now being registered under the War Charities Act, 1916—was held on September 22 at Whitehall. A letter was read from the Marquis of Crewe, President of the Board of Education, expressing his appreciation of the work done in the past and of the invaluable services which the organization could render to British prisoners of war by giving them the opportunity of developing serious interests in different directions during the hard and dreary months of their detention. A gratifying report was read from the Principal Examiner to the Board of Trade (Marine Department) on the result of the recent examinations held at the Camp at Groningen in Holland. Nineteen candidates presented themselves for examination for the second mate and other certificates, and all passed, in a highly creditable manner, a searching examination, a fact which, the Principal Examiner stated, bore eloquent testimony to the value of the opportunities for self-improvement afforded at the Camp. As a result further classes are now being formed at Groningen for candidates for certificates of competency in the Mercantile Marine. Evidence is also coming to hand from Camps as far distant as Asia Minor of considerable development in the organization of educational work among the men interned there. From these Camps a continuous stream of applications for books for serious study was reported to the Committee, who expressed the hope that the public will continue, by offers of suitable books (new or secondhand), to support a War Charity the need for which was daily becoming more and more evident. Further particulars respecting this War Charity and its work can be obtained on application to Mr. A. T. Davies, at the Board of Education, Whitehall, London, S.W. All communications should have the words "Prisoners of War" written in the left-hand corner of the envelope.

PRIZE COMPETITIONS.

A Prize of Two Guineas is offered for the best translation of the following passage from Alfred de Vigny :—

Quatre-vingt-quatorze sonnait à l'horloge du dix-huitième siècle, quatre-vingt-quatorze, dont chaque minute fut sanglante et enflammée. L'an de terreur frappait horriblement et lentement au gré de la terre et du ciel, qui l'écoutaient en silence. On aurait dit qu'une puissance, insaisissable comme un fantôme, passait et repassait parmi les hommes, tant leurs visages étaient pâles, leurs yeux égarés, leurs têtes ramassées entre leurs épaules, reployées comme pour les cacher et les défendre. Cependant un caractère de grandeur et de gravité sombre était empreint sur tous ces fronts menacés et jusque sur la face des enfants ; c'était comme ce masque sublime que nous met la mort. Alors les hommes s'écartaient les uns des autres, ou s'abordaient brusquement comme des combattants. Leur salut ressemblait à une attaque, leur bonjour à une injure, leur sourire à une convulsion, leur habillement aux haillons d'un mendiant, leur coiffure à une guenille trempée dans le sang, leurs réunions à des émeutes, leurs familles à des repaires d'animaux mauvais et défiants, leur éloquence aux cris des halles, leurs amours aux orgies bohémiennes, leurs cérémonies publiques à de vieilles tragédies romaines manquées, sur des tréteaux de province ; leurs guerres à des migrations de peuples sauvages et misérables, les noms du temps à des parodies poissardes.

Mais tout cela était grand, parce que, dans la cohue républicaine, si tout homme jouait au pouvoir, tout homme du moins jetait sa tête au jeu.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by November 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

Teachers Registration Council

Representative of the Teaching Profession
(Constituted by Order in Council, Feb. 29, 1912).

In accordance with the above-mentioned Order, a
REGISTER OF TEACHERS
is now maintained by the Council.

For information apply to The Secretary,
Teachers' Registration Council,
47 BEDFORD SQUARE,
London, W.C.

For a Select List of
**HOSTELS FOR TEACHERS,
RESIDENTIAL AND HOLIDAY QUARTERS,
OFFERED AND REQUIRED**
see end of Posts Vacant section.

NOTE.—The December issue of "The Journal of Education" will be ready on November 30. It will contain the Index and Title-page for the yearly volume [Vol. 48, Jan.-Dec., 1916]. Advertisements should reach me by Saturday, November 25.

**WILLIAM RICE, Junr., 3 Ludgate Broadway,
London, E.C.**

VENUS PENCILS

"ECONOMY IN SCHOOL SUPPLIES."

THIS is the
title of a
Booklet which
every Teacher
should possess.
It illustrates
and describes
the famous
"VENUS"
Perfect Pencils,
price 4d. each,
3/6 per dozen.



Made in seven-
teen grades,
6B to 9H (and
in three styles
of Copying
Ink); "Vel-
vet" 2d. and
"Forum" 1d.
Pencils;
"Alpco" Pas-
tels, Erasers,
&c.

Copy of this Booklet and samples of the above lines
will be sent free to applicants. Please mention name of
School, and to avoid delay quote Department number.

"VENUS" (Dept. 54), 173-5 Lower Clapton Rd., N.

GIRLS' SCHOOL TRANSFERS AND PARTNERSHIPS.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

have a large number of **GIRLS' SCHOOLS** on the books of their Transfer Department, but **ISSUE NO LIST.**

On learning a Purchaser's qualifications and requirements, they will send to her notices of opportunities likely to suit her. The following are examples of the Schools now on their books:—

No. **TRANSFER** of old-established Middle-class Boarding and Day School near London. 88 Girls. Gross receipts about £1,000. Rent £112. About £250 required.

No. **TRANSFER** or **PARTNERSHIP**. Boarding and Day School of the highest class, in the West End of London. Old-established, and giving a very good return. £800 to £1,000 capital required.

No. **TRANSFER** or **PARTNERSHIP**. High-class Girls' School in healthy Suburb of London. Accommodation for several more Boarders. Very little capital required. Percentage of receipts term by term accepted for goodwill.

No. **TRANSFER** of Boarding and Day School in a healthy suburb of London. 41 Girls, of whom 5 are Boarders. Gross receipts about £1,600. Very moderate sum accepted for goodwill.

No. **TRANSFER** of well-established and successful Day School of the highest class, in one of the best parts of **THE WEST END OF LONDON**. Principal retiring for personal reasons. Only £500 Capital required. Part of this might be left over.

No. **TRANSFER** of exceedingly flourishing Boarding and Day School in the Southern Midlands. Gross receipts over £3,000. **NET**

PROFIT ABOUT £1,000. 70 Boarders and 50 Day Girls. Very suitable for two ladies to take over in Partnership.

No. **TRANSFER** of old established and successful Boarding and Day Private School for gentlemen's daughters, in the West of England. Between 60 and 70 girls, 20 of them Boarders paying up to 54 guineas per annum. **GOOD PREMISES**, standing in 3 acres of grounds. Only £500 required for goodwill.

No. **TRANSFER** of old-established and successful Boarding and Day School in a healthy residential locality near London. 49 girls. Gross receipts for the last year £2,790. Net profit £800. House stands in 4 acres of grounds.

No. **PARTNERSHIP** in one of the best-known Finishing Schools, of the highest class, near London. Between 40 and 50 girls. Fees up to 120 guineas. **MAGNIFICENT PREMISES**, standing in 36 acres. Partner need not invest more than £1,000.

No. **TRANSFER** or **PARTNERSHIP**, with a view to Succession. **SMALL HIGH-CLASS FINISHING SCHOOL**, close to London, in a fine house, with over 3 acres of beautiful Grounds. Accommodation for 24 Boarders; at present contains 10. Suitable for a lady **WISHING TO MOVE**, or with a **GOOD CONNEXION**.

No. **PARTNERSHIP**, suitable for a **WELL-QUALIFIED MISTRESS**, in Boarding School at **EXCEPTIONALLY BEAUTIFUL SPOT** on the South Coast. 35 Boarders. Prospectus fees 90 guineas per annum, many paying considerably more. From a well qualified partner, especially with a little general connexion, **LARGE CAPITAL NOT REQUIRED**.

No. **TRANSFER** of first-rate Boarding School of highest class, near London. Magnificent premises. Over 40 Girls. Gross receipts about £6,000. About £1,500 necessary to negotiate.

No. **TRANSFER** of very flourishing School, for the daughters of gentlemen, in a healthy suburb of London. About 70 Girls, chiefly Day Girls. Gross receipts nearly £3,000. Net profit about £1,200. Exceedingly good premises.

No. **TRANSFER** or **PARTNERSHIP**. Old-established Boarding and Day School in Sussex. 20 Boarders and 15 Day Girls. Goodwill about £500.

Further information will be sent to applicants, but Messrs. GABBITAS, THRING & Co. will require **full particulars** before arranging introductions to their clients. No charge is made to Purchasers.

These School and Teachers' Advertisements are continued from page 631.

BOOKS FOR SALE.

Arnold (Matthew, D.C.L., LL.D.)—A French Eton or, Middle-Class Education and the State, to which is added Schools and Universities in France, a valuable account of French methods of education. Post 8vo (pub. 6s.), post free, 3s. 6d. 1892.

Quick (Rev. R. H.)—Life and Remains. Comprising an interesting life of the author as schoolmaster and educational reformer; also a valuable selection from his essays and records mainly on educational and literary matters, &c., including a detailed study of the mental growth of his two children from birth to the age of seven and four respectively. Edited from his biographical notes and miscellaneous unpublished writings by Francis Storr, portrait. Crown 8vo, cloth, pp. viii, 544 (pub. 7s. 6d.), post free, 3s. 6d. 1899.

4 Scott and Jones's First Latin Grammar. 1s.
3 Wells's Latin Prose, Composition Exercises. 6d.
3 Longman's Geography Series. Part II. 1s. 3d.
3 Carey's Physical Geography. 9d.
3 Black's Great Britain and Ireland. 8d.
3 Borchardt's New Trigonometry. Part I. 1s. 3d.
2 Longman's Geography Series. Part I. 9d.
4 La Géographie Primaire. 1s.
3 Pendlebury's Arithmetic Examples, 1902. 1s.
15 Dent's Phonetic. Book I. 4d.
3 Geikie's Geography, British Isles. 6d.

And many others. Inquiries requested by
JOHN DAVIS Successor to (THOMAS LAURIE),
13 Paternoster Row, London.

PORTLAND ROAD GYMNASIUM, London, W.—Students thoroughly trained for Public Examinations. Duration of Course, 2 to 3 years. All branches of Physical Work. English and Swedish Gymnastics. Hygienic Exercises, Dancing, and Remedial Work.—Miss TOLLEMACHE, Member and Examiner of the British College of Physical Education, M.G.T.I., 113 Mount Street, Grosvenor Square, W.

WANTED.—"Child Study," "Child Monthly," "The Child," parcels of odd numbers; also "The Journal of Education" Volume for 1885, complete in Publisher's Binding, by JOHN DAVIS, 13 Paternoster Row, London.

THE HOME SCHOOL, GRINDLEFORD, DERBYSHIRE.

BOARDING SCHOOL FOR BOYS AND GIRLS.

Principals: Mr. and Mrs. W. PLATT.

This School aims at giving an all-round education. Much work is done in the open air, for which the surrounding woods and moors and streams furnish ideal material. Special attention to children who require a healthy out-of-door life in bracing air. Further particulars from the PRINCIPALS.

THAT AUTUMN COLD.

MENTHOLIN PASTILLES (composed of Menthol, Eucalyptus, Creosote, Formaldehyde) immediately remove congestion from the whole mucous tract of the throat and nose.

In quarter-pound boxes, 1/6 post free, from—

W. STEWART ADAMSON, Pharmacist,
3 LUDGATE BROADWAY, E.C.
[Telephone: City 4564.]

SAMPLE FREE on receipt of stamped envelope.

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1886 are *out of print*. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are *out of print*.

Holiday Course, 1917. Preliminary Notice.

THE LONDON SCHOOL OF DALLCROZE EURHYTHMICS, 23 STORE STREET, W.C., will hold a **HOLIDAY COURSE**, January 1st to 13th, 1917. Prospectus on application.

Speech Training and Elocution.

ELOCUTION.—

Miss GERTRUDE TOOGOOD.

RECITING, READING.
PUBLIC AND PRIVATE SPEAKING.
BREATHING EXERCISES.
SPEECH DEFECTS.

Coaching for the "L.R.A.M." Diploma and other Examinations.

Pupils prepared for Recitals and Teaching.
Schools visited. York and Harrogate weekly.
THE ARTS CLUB, 8 Blenheim Terrace, LEEDS.

Charts.

THE DISTANCE OF SUNRISE on March 21st proved by scientific Chart by Postal Order, eighteen pence from MIDDLETON, Tower House, St Matthew's Gardens, St. Leonards-on-Sea.—Distance very moderate in thousands of miles.

Furniture and Apparatus.

FOR SALE.—School Furniture.

Gymnastic apparatus, Bridge Ladder, Parallel Bars, &c.: Box Desks, Chairs, Stationery, Pianos. List sent. Address—No. 10, 259.*

ADVERTISEMENT and other matter for DECEMBER issue should reach the office by November 23rd. Urgent Notices of Posts Vacant and Wanted can be received up to November 25th (first post).

Girls' Schools for Sale.

LANCS.—Successful **BOARDING AND DAY**. 12 boarders, 108 day pupils. Net profit £257. Goodwill and School furniture £550.—No. 3,173.

LANCS. (Seaside).—**BOARDING AND DAY**. Gross receipts £863, net profits £300. 14 boarders, 38 day pupils. Goodwill £250.—No. 3,172.

KENT (near London).—**DAY AND BOARDING**. Gross receipts £974. 9 boarders, 79 day pupils. Goodwill, School, and nearly all household furniture, £550.—No. 3,081.

MIDLANDS.—10 boarders, 60 day pupils. Gross income £1,500, net ditto £378. Principals retiring. Goodwill only £450. School furniture at valuation. Part purchase money can remain for a time.—No. 3,075.

SURREY.—**HIGH-CLASS BOARDING AND DAY**. Gross receipts £1,500. 19 boarders, 13 to 16 day pupils. Principals retiring. Goodwill one term's capitation fee. All necessary School plant £250. Vendor will accept £200 down, balance by easy instalments.—No. 3,073.

KENT (near London).—Successful and High Class **SCHOOL FOR GIRLS**. Income about £1,800. No. of Boarders 22, and 60 day pupils. Rent £200. Fine house and grounds. Price for goodwill and all necessary furniture for the School, £1,500.—No. 3,166.

CHESHIRE.—Very successful **BOARDING AND DAY**. Gross receipts about £1,000, net profits about £400. About 20 boarders and 40 day pupils. Goodwill about £300.—No. 3,078.

For full particulars of above and complete list of Girls' Schools for sale sent gratis. Address—**GRIFFITHS, POWELL & SMITH**, School Transfer Agents, established over 80 years, 34 Bedford Street, Strand. No commission charged to purchasers.

Sale or Transfer.

FOR DISPOSAL by private treaty only.—Flourishing high-class **DAY SCHOOL FOR GIRLS** with Kindergarten and Preparatory Department for Boys and Girls. Healthy suburban district in South Lancashire. School conducted on High School lines. 100 pupils. Good Music connexion, 60 Music pupils. Modern furniture throughout and single desks. Rent of large house, £100. Principal wishing to retire. Address—No. 10,169.*

FOR SALE.—Flourishing, old established, good class, efficient **DAY SCHOOL FOR GIRLS**, with Kindergarten. 70 pupils. Rent £80. Last 3 terms' gross receipts, over £300 each term. Large detached house and recreation ground. Cheshire. Excellent reputation, prospects, and opportunity. Opening for boarders. Principals retiring; will meet qualified successor as to terms for early sale. Address—No. 10,241.*

FOR TRANSFER. In Norfolk (not on the coast). Girls' Boarding and Day School. 40 Pupils. 12 Boarders. Established 20 years. Good House and Garden. Healthy surroundings. No competition. Principal retiring. Goodwill moderate. Address—No. 10,253.*

Boarding School Wanted to Purchase.

LADY, University Honours, Churchwoman, experienced, highest references, wishes to hear of **GIRLS' BOARDING SCHOOL** for disposal. Must be of very good standing socially and educationally, and in first-class premises. Strict confidence observed. Address—No. 10,258.*

Vacation Accommodation Wanted.

WANTED, in various parts of United Kingdom during convenient weeks of vacation in July, August, and September, 1917. **SCHOOLS OR COLLEGE BUILDINGS** suitable for summer schools for adults. Apply in first instance, stating accommodation and date available, to Address—No. 10,247.*

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

For a Select List of

HOSTELS FOR TEACHERS, Residential & Holiday Quarters, OFFERED AND REQUIRED, see end of Posts Vacant section.

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the **PRINCIPAL**, Physical Training College, Southport.

POSTS ABROAD.

LADY **TEACHERS** are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

GYMNASTIC, DANCING, and **G**AMES **MISTRESSES**.—**LIVERPOOL PHYSICAL TRAINING COLLEGE**.—Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—**PRINCIPAL**.

YOUNG French lady, Protestant, diploma, brevet music, experienced, excellent references, desires situation as **FRENCH PROFESSOR** in Boarding School for Girls. Salary required.—Madame MARTIN, 9 Boulevard Talabot, Grand Combe, Gard, France.

SEeking **RE-ENGAGEMENTS** (January), 1917.—**FRENCH**, Protestant, Diplôme, Music, Drawing, Needlework, Drill. 446 F.—**KINDERGARTEN**. Higher Certificate (N.F.U.). Ablett's Drawing, Drill, Dancing, Nature Study. Three years' reference. 719 E.—**MUSIC MISTRESS** (A.R.C.M.). Piano, Organ, Singing. Referee states "Successful and inspiring teacher." 724 E.—**HOOPER'S**, 13 Regent Street, London. Introduction gratis. Head Mistresses invited to make known their requirements. Established 1881. Stamp.

AS **SCHOOL MATRON** or **HOUSEKEEPER**. Thoroughly experienced, charge of large staff, linen, stores, &c. Five years' reference.—321 H, **HOOPER'S**, 13 Regent Street, London. Others; lists gratis. Heads of Schools invited to make known their requirements. Established 1881. Stamp.

ADVERTISEMENT and other matter for **DECEMBER** issue should reach the office by **November 23rd**. Urgent Notices of Posts Vacant and Wanted can be received up to **November 25th** (first post).

Posts Wanted—continued.

TRAINED **CERTIFICATED TEACHER** (26), daily or resident. Thorough English, History, Geography, Literature, Arithmetic, Nature Study, fluent German, grammatical French, Latin (new pronunciation). Games—hockey, tennis, cricket, some music.—722 E, **HOOPER'S**, 13 Regent Street, London. No booking fees. Established 1881.

DOCTOR'S Daughter, trained certificated teacher of Housewifery, Cookery, and Domestic Science. First class certificate, also two years' hospital training; excellent sick nurse, seeks re-engagement. Five years' reference. School and Private Establishments; control of 20 maids last position, equally successful with small Establishments. Splendid caterer and accountant. 654 H.—**HOOPER'S**, 13 Regent Street, London.

AS **SECRETARY HOUSE-KEEPER, LADY-SUPERINTENDENT, LADY HOUSEKEEPER** in School, College, or Hostel. Thoroughly experienced lady requires post. Strong, active. Highest references and scholastic qualifications. Can undertake housekeeping (all branches), interviews, accounts, correspondence. Entire charge domestic side. At liberty now. Address—No. 10,242.*

GYMNASTIC, DANCING, and **G**AMES **MISTRESS**. Diplôme and Gold Medallist, desires post in England or Ireland. Good experience with large classes in Private and Secondary Schools. Medical Work. Address—10,245.*

SECRETARIAL post wanted in London School or College by former **ASSISTANT MISTRESS**. Modern Languages Tripos. Nearly two years' experience as Private Secretary. Address—No. 10,252.*

MATRON-HOUSEKEEPER, **HOUSEKEEPER-SECRETARY, HOUSEKEEPER**.—Lady, experienced capable worker, Secretarial Duties, Housekeeping (all departments), Needlework, seeks position of trust. School, College, or Institution. Methodical, adaptable; very successful Housekeeper. Take entire charge. Excellent references. Address—No. 10,256.*

ART **MISTRESS** requires non-resident appointment after Christmas.—Drawing, Painting, Clay-Modelling, Needlework, &c. Other subjects to Junior Classes if required. Art Class Teacher's Certificate. Ablett and other Certificates. Has had experience with large classes. Good testimonials. Address—No. 10,257.*

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[**Replies** to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

For a Select List of

HOSTELS FOR TEACHERS, Residential & Holiday Quarters, OFFERED AND REQUIRED, see end of this section.

SCHOLASTIC. — **IMMEDIATE AND JANUARY VACANCIES**.—Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (*immediately*) with copies of testimonials to **Messrs. GRIFFITHS, POWELL & SMITH**, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

THE JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,
14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges for January, 1917, should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

MATHEMATICS AND SCIENCE.

Mathematics Mistress with some Physics, in Boys' Grammar School in Shropshire. Churchwoman. Salary from £90 resident. JA 12333

Mathematics Mistress in Girls' School in the Channel Islands. Salary £70 resident. JA 12727

Mathematics Mistress in High School in Herefordshire. Subsidiary subject needed, and Netball. Cambridge or London Degree preferred. Salary £120 non-resident. JA 12745

Science Mistress in Dual School in Wilts, for General Elementary Science and Mathematics. Degree and experience needed, training desirable. Salary £130 non-resident. JA 12886

Science Mistress in Kent County School for Girls. Chemistry essential. Training or experience. Salary £100 to £120 non-resident. JA 12893

Science Mistress in Boys' School in Devon, to teach Physics and Chemistry and either Middle School Mathematics or English. Salary £150 non-resident. JA 12901

Science Mistress in Boys' School in Midlands to teach Physics throughout the School. Salary £130 to £140 non-resident. JA 12927

Science Mistress in Girls' High School in Midlands to teach Botany, Chemistry, Physics. Salary £120 to £140 non-resident. JA 12929

Science Mistress in Boys' School in Yorks to teach Physics or Chemistry. Salary £140 non-resident. JA 12938

Science Mistress in High School in Kent to teach Chemistry, Botany, Physics, Geography. Salary £120 to £130 non-resident. JA 12948

Science Mistress in County School in Cambridgeshire to teach Chemistry and Geography or Commercial subjects. Salary about £140 non-resident. JA 12953

Science Mistress in Intermediate School (Girls) in Monmouthshire to teach Botany, some Chemistry, and general Elementary Science. Honours degree and experience. Salary £140 non-resident. JA 12967

MODERN LANGUAGES.

Mistress for period of War in Boys' School in Devon to teach French and some English. Degree. Salary £140 non-resident. JA 12895

Mistress in County School in S. Wales to teach French and a little German. Degree. Salary £120 non-resident. JA 12898

Mistress in Girls' Grammar School in Midlands to teach French, some German, or possibly Mathematics or general English. Phonetics needed. Degree and training or experience. Salary £120 non-resident. JA 12933

Mistress in High School in Lincolnshire to teach French and some German. Elementary Mathematics or English desirable. Initial salary £110 non-resident. JA 12937

Mistress in High School in Cornwall to teach French. Churchwoman. Experience essential. Salary £115 to £120 non-resident. JA 12947

Two Mistresses in High School in Yorkshire to teach French and German and some English. Salaries £140 and £110 to £115 non-resident. JA 12957 and 12958

Mistress in Intermediate School (Girls) in Monmouthshire to teach French. Honours degree and residence abroad essential. Experience desirable. Salary £130 non-resident. JA 12968

CLASSICS.

Form Mistress in Girls' Grammar School in Lancashire to teach Latin and some subsidiary subjects. Degree and experience needed. Salary £100 to £140 non-resident. JA 12926

Mistress in County School in N. Wales to teach Latin and general Lower Form subjects. Salary £115 to £130 non-resident. JA 12939

Mistress in Public School in Midlands to teach Latin and Greek. Oxford or Cambridge woman. Churchwoman. Salary £130 non-resident. JA 12941

Mistress for period of War, in a High School in Staffordshire, to teach Latin and English. Honours degree. Salary £100 to £130 non-resident. JA 12944

GEOGRAPHY.

Mistress in Girls' School in N. Yorkshire to teach Geography and Needlework. Salary £120 to £130 non-resident. JA 12313

Mistress in Boys' School in Yorkshire to teach Geography. Salary £140 non-resident. JA 12488

Mistress in Boys' School in Lancashire for the period of the War to teach Geography. Music desirable. Salary according to scale. JA 12928

ENGLISH AND HISTORY.

Mistress in Girls' Grammar School in Lincolnshire to teach History. Salary £110 non-resident. JA 12871

Mistress in High School in Surrey with Honours degree in English. Some Latin needed. Training or experience. Salary £120 to £135 non-resident. JA 12910

Mistress in Private School in Surrey with Honours degree in History or English. Games needed. Salary £125 non-resident. JA 12924

Mistress in High School in Midlands to teach English and French. Salary £120 non-resident. JA 12962

Mistress in County High School in Cheshire to teach English. French desirable. Salary £120 to £130 non-resident. JA 12972

LOWER FORM AND KINDERGARTEN POSTS.

Kindergarten Mistress in High School in S. Wales. Churchwoman. Salary £40 resident. JA 12863

Junior Form Mistress wanted for Junior English and History, Drawing and Manual work. Degree or Froebel Certificate needed. Salary £110 non-resident. JA 12890

Experienced Kindergarten Mistress in Municipal High School in Yorkshire. Handwork needed. Salary £100 to £110 non-resident. JA 12891

Kindergarten Mistress in High School in Derbyshire to take charge of a Kindergarten of 20 children. Experience essential. Salary £110 non-resident. Churchwoman. JA 12961

PRIVATE SCHOOL POSTS.

Mistress in Private School on South Coast to teach Classics and History. Salary £80 resident. JA 12878

Mistress in Private School in Surrey to teach Mathematics, English, Scripture, and, if possible, History and Chemistry. Degree and training. Salary £60 to £70 resident. JA 12897

Modern Languages Mistress in Private School near Glasgow to teach good French and some German. Good qualifications and experience needed. Salary from £70 to £100 resident. JA 12899

Senior Mistress in Private School on S. Coast to teach Divinity and Latin or Mathematics or both. Churchwoman. Good experience essential. Salary up to £100 resident. JA 12954

Mistress in small Private School in Herts to teach Geography, Science, elementary Mathematics, and Latin. Elementary Piano desirable. Churchwoman. Not over 30. Salary £60 resident. JA 12965

Senior Mistress in Private School near London to teach Mathematics, some English, and History or Modern Geography. Experience essential. Degree desirable. Salary £65 to £75 resident. JA 12969

DRAWING, DRILL, MUSIC, DOMESTIC SCIENCE.

Mistress in Girls' Grammar School in Lincolnshire to teach Swedish Gymnastics, Games, and Junior Form subjects. Salary £110 non-resident. JA 12870

Mistress in Girls' Grammar School in Lincolnshire to teach Art and either English or Class Singing. JA 12872

Mistress in Girls' Public School in Lancashire to teach Cookery, Housewifery, Needlework, and Junior Form subjects. Salary £100 non-resident. JA 12951

Mistress in Sisters' School in Sussex to teach Piano. Experience needed. Churchwoman. Salary £45 resident. JA 12966

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS;

and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

Posts Vacant—continued.**COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE. EDUCATION COMMITTEE.****APPOINTMENT OF ORGANIZER OF EDUCATIONAL HANDWORK.**

Applications are invited for the post of **HANDWORK LECTURER** under the West Riding Education Committee.

The Lecturer appointed will be required to conduct a number of classes for teachers and to visit public elementary Schools to demonstrate, advise and report as to the Handwork teaching. She will be required to devote the whole of her time to the duties of the post.

Salary £180 per annum.

Candidates must be women, preferably holding the Higher Froebel Certificate and should have knowledge of the conditions of Public Elementary Schools.

Applications must be made on forms obtainable from the EDUCATION DEPARTMENT, County Hall, Wakefield, which must be returned, accompanied by copies of three recent testimonials, so as to reach the Education department not later than 9 a.m., on Saturday, November 18th.

Canvassing will be a disqualification.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.**BINGLEY TRAINING COLLEGE.**

Principal: Miss H. M. WOODHOUSE, M.A., D.Phil.

The West Riding Education Committee invite applications for the post of **TEACHER OF HYGIENE and PHYSICAL TRAINING** at Bingley Training College, vacant owing to the appointment of the present teacher on the Board of Education Staff.

Salary £150 per annum, non-resident.

Candidates for the above-named post must be women. Last date for the receipt of applications, November 13th.

Further particulars and forms of application to be obtained from the EDUCATION DEPARTMENT (Secondary Branch), County Hall, Wakefield.

GIRLS' COLLEGIATE SCHOOL, PIETERMARITZBURG, NATAL.—Wanted, to begin work February 1st, 1917, four Resident MISTRESSES:—

- (1) A SECOND MISTRESS to teach Mathematics, with English as second subject. Salary £120, £130, and £140 in three successive years.
- (2) KINDERGARTEN MISTRESS, Higher Certificate N.F.U. Part II, who can undertake the instruction of Students in training, Ablett Drawing desirable. Salary £90, £100, and £110 in three successive years.
- (3) MUSIC MISTRESS, L.R.A.M. or A.R.C.M. with special qualification in Singing, to teach Singing, Solo and Class. Salary £100, £100, and £110 in three successive years.
- (4) MUSIC MISTRESS thoroughly qualified to teach Violin and train small Orchestra. Ability to assist in teaching either Piano-forte, Violoncello, Harmony, or Aural Culture will be a recommendation. Salary £100, £100, and £110 in three successive years.

The School is Boarding and Day under a Committee. Board and residence during holidays included, if desired. Passage out paid.

Apply, with copies of testimonials, names of personal referees and particulars of age, religious denomination, qualifications, and experience, to Mrs. STEWART, M.A., 14 Carlton Street, Edinburgh.

STUDENT-TEACHER (Resident)

Wanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

WYCOMBE ABBEY SCHOOL,

BUCKS.—Wanted, for January if possible, or later, a **SCIENCE MISTRESS** (Chemistry essential). Degree necessary. Initial salary £120-£160 according to qualifications and experience.—Apply to the HEAD MISTRESS.

Posts Vacant—continued.**COUNTY BOROUGH OF MERTHYR TYDFIL EDUCATION COMMITTEE.****CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL FOR GIRLS.****POST OF HEAD MISTRESS.**

Applications are invited for the post of **HEAD MISTRESS** for the above school which becomes vacant at the end of the current term. Candidates must be graduates of a British University, or possess equivalent qualifications, and must have had experience in a Secondary School. Salary £225 per annum, advancing by an annual increment of £25 to £250. Duties to begin in January 1917. Applications to be sent in to the undersigned not later than December 1st, 1916. Further particulars and application form will be sent on receipt of stamped and addressed foolscap envelope.

Town Hall, Merthyr Tydfil, Director of Education.
2nd October, 1916.

COUNTY BOROUGH OF MERTHYR TYDFIL EDUCATION COMMITTEE.**CYFARTHFA CASTLE MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Applications are invited for the following:—

- (1) A MISTRESS with special qualifications in English Language and Literature.
- (2) A MISTRESS with special qualifications in Physics and Chemistry.
- (3) A MISTRESS with special qualifications in Mathematics.

Candidates, in all three cases, must be graduates, or possess an equivalent qualification, with some Secondary School experience.

Appointed candidates will be required to take an interest in the corporate life of the school and in the outdoor games of the pupils.

Salary £120, advancing by £5 annually to £140 per annum.

Applications, to be made on a form which will be sent on receipt of stamped addressed foolscap envelope, should reach me not later than December 1st 1916.

Town Hall, Merthyr Tydfil, Director of Education.
25th October, 1916.

CITY OF SHEFFIELD EDUCATION COMMITTEE.**CENTRAL SECONDARY BOYS' SCHOOL.**

Wanted, for the period of the War, **GEOGRAPHY SPECIALIST**, Master or Mistress, commencing salary—Master £160, Mistress £140 per annum, non-resident. To a highly qualified Man, who must be ineligible for military service, a larger salary might be offered. Forms of application, which may be obtained from the undersigned, should be sent to the PRINCIPAL not later than Nov. 10th, 1916.

Education Office,
Oct. 1916.

SOUTH AFRICA.—Wanted February, 1917, for Girls' High School in Natal, two Resident MISTRESSES:—

- (1) KINDERGARTEN.
- (2) FOURTH FORM: Matriculation Botany, Senior English and Arithmetic, Junior French.

Passage out paid.

Apply, stating age, religious denomination, qualifications, experience, with copies of testimonials and photo, to A., 73 Manor Road, Wallington, Surrey.

STUDENT - MISTRESS Wanted

Immediately in Clergy Daughters' School. Preparation for Cambridge Higher Local, or Music and Drawing, in return for help with younger girls. Apply—HEAD MISTRESS, St. Mary's Hall, Brighton.

STUDENT-MISTRESS (resident).

Can be prepared for London Matriculation, Senior Cambridge or Associated Board. Apply—PRINCIPAL, Stoneygate College, Albert Road, Leicester.

KING EDWARD'S GRAMMAR

SCHOOL FOR GIRLS, CAMP HILL, BIRMINGHAM.—Wanted in January, a MISTRESS to teach Shorthand, Typewriting, Book-keeping, and elementary Mathematics. Experience in secondary teaching desirable. Salary £100-£125 according to qualifications. Applications to be sent to the HEAD MISTRESS before November 14.

TYPEWRITING.**TESTIMONIALS, 6d. per dozen.**

MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchley, N.

Posts Vacant—continued.**LIVERPOOL EDUCATION COMMITTEE.**

Required, in January, for the AIGBURTH VALE HIGH SCHOOL FOR GIRLS, a **JUNIOR SCIENCE MISTRESS**, to teach Mathematics as a second subject. Salary £115.

Forms of application (to be returned not later than the 6th November, 1916) and further details may be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool.

EDWARD R. PICKMERE,

Clerk to the Education Committee.

LIVERPOOL EDUCATION COMMITTEE.

Required, in January next, for the Liverpool Collegiate School (Boys), a **PHYSICS and MATHEMATICS (or MISTRESS)**, with charge of a laboratory. Salary will depend on qualifications.

Forms of application (to be returned not later than Saturday, 11th November) and further particulars may be obtained from JAMES G. LEGGE, Director of Education, 14 Sir Thomas Street, Liverpool.

EDWARD R. PICKMERE,

Clerk to the Education Committee.

LIVERPOOL EDUCATION COMMITTEE.**BLACKBURN HOUSE.**

The Liverpool Institute High School for Girls.
(Founded 1844.)

APPOINTMENT OF HEAD MISTRESS.

The Governors of the Liverpool Institute invite applications for the appointment of **HEAD MISTRESS** of the above School in succession to Miss L. M. Coombe, who is retiring through ill-health.

Candidates should hold a University Degree or its equivalent. The salary offered is £300 per annum.

Applications must be received on or before the 20th November, 1916, on Forms which, together with full particulars as to the appointment, may be obtained on application to

HAROLD WHATLEY,

Secretary.

Liverpool Institute,
Mount Street, Liverpool,
20th October, 1916.

LEEDS EDUCATION COMMITTEE.**BOYS' MODERN SCHOOL.**

ASSISTANT CHEMISTRY TEACHER required to fill a temporary vacancy in the Leeds Boys' Modern School. A lady graduate or master disqualified for general service in the Army.

Commencing salary £120-£140, according to qualifications.

Further particulars of the vacancy may be obtained from the School.

Forms of Application may be obtained from the undersigned, to whom they should be returned at once.

JAMES GRAHAM,

Education Offices, Secretary for Education.

Calverley Street, Leeds.

COVENTRY EDUCATION COMMITTEE.**BARR'S HILL SECONDARY SCHOOL.**

Wanted, to commence duties in January next, two **ASSISTANT MISTRESSES**. Candidates must possess a University Degree (or equivalent qualifications), and be fully qualified to teach **SCIENCE**.

- (1) Geography on modern lines, or
- (2) History (for Middle School).

Preference may be given to candidates also qualified to teach Elocution.

Commencing salary according to experience, but not less than £100 per annum, rising by annual increments of £5 (£10 in the case of Honours Graduates) to a maximum of £150.

Application forms, which must be returned by Thursday, 30th November, 1916, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

FREDK. HORNER,

Secretary.

Education Offices,
Coventry.

2nd October, 1916.

KINDERGARTEN and JUNIOR FORM MISTRESS.—Swedish Drill. Resident. Very light supervision duties. Country near London.—PRINCIPAL, Woodridings, Hatch End, Middlesex.**WEST LEEDS HIGH SCHOOL.**

Wanted, as soon as possible, a MISTRESS for (1) Junior Mathematics, or (2) English and French, Middle and Junior Forms. Master called up for military service. Commencing salary £120 to £130 per annum. Further particulars may be had from the Head Master.—Application Forms may be had from the undersigned, to whom they should be returned at once.

JAMES GRAHAM,

Education Offices, Secretary for Education.

Calverley Street, Leeds.

Posts Vacant—continued.**THE COUNTY SCHOOL, WHITBY.**

The Governors are prepared to receive applications for the Post of SENIOR ASSISTANT MASTER in the above mixed Secondary School, vacant at Christmas.

Candidates should possess a good Science Degree, and be prepared to take Mathematics and Science up to Senior Oxford and Matriculation Standard.

Experience in good Secondary Schools is essential. The Master appointed will be expected to associate himself with the activities of the boys, and be largely responsible for their conduct and discipline.

Salary, £150 a year, rising by annual increments of £10 to £180 a year.

Applications, stating age, qualifications, and experience, with three references, and copies of three recent testimonials, should be sent, on or before November 7th, to

R. W. WHITE,
Solicitor, Whitby.

WARWICKSHIRE EDUCATION COMMITTEE.**TYSOE CENTRAL INTERMEDIATE SCHOOL.**

Man or woman Teacher (Certificated, unless with Secondary School experience) required for the period of the War. To take up duties either at beginning of December or after Christmas holidays. Graduate preferred. English and History up to standard of Senior Locals essential. Salary, if Collegiate, Man, £85, rising by £5 to £130; Woman, £75, rising by £4 to £111 (Non-Collegiate will receive £10 less). Experience will be taken into consideration in fixing commencing salary, and £20 extra may be paid for this. £10 extra for Degree. Superannuation contribution is paid. For form of application and further information, apply—DIRECTOR OF EDUCATION, Warwick.

COUNTY BOROUGH OF BARROW-IN-FURNESS.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, to commence duty in January next, a FORM MISTRESS.

Special subject: Latin. Applicants should state other subjects they can offer.

Degree and Secondary School teaching experience essential.

Salary £100 to £140 per annum, according to qualifications and experience.

Forms of application may be obtained on application to the Director of Education, Town Hall.

L. HEWLETT,
Town Clerk.

13th October, 1916.

DERBYSHIRE EDUCATION COMMITTEE.**CHESTERFIELD GIRLS' HIGH SCHOOL.**

Required, in January, a SENIOR SCIENCE MISTRESS. Chemistry essential. Degree and experience. Initial salary £130-140, rising by annual increments to £170.—Apply to the HEAD MISTRESS.

COUNTY BOROUGH OF WEST HAM.**CENTRAL SECONDARY SCHOOL (CO EDUCATIONAL), STRATFORD, E.**

An ASSISTANT MISTRESS wanted to begin work at the beginning of the term in January next. Graduate with training or experience. Subjects required: History, English, and some Geography. Ability to teach Singing a recommendation. The candidate appointed will be expected to take an interest in the general and social life of the school. Initial salary £120 to £140 per annum according to qualifications and experience, with annual increments of £10 to a maximum of £200, with two further increments of £10 each after thirteen years' service.

Forms of application can be obtained from the undersigned, to whom they must be returned on or before the 11th November next.

GEORGE E. HILLEARY,
Education Department, Town Clerk.
95 The Grove, Stratford, E.,
17th October, 1916.

TYPEWRITING.—Lady wishes

Home Work. MSS. carefully typed, and treated confidentially. Testimonials, Examination papers, &c. typed and duplicated. Good work at moderate charges.—Miss SEWELL, 30 Park Road, Wimbledon, S.W.

PEMBROKESHIRE EDUCATION AUTHORITY.—Wanted, DOMESTIC SUBJECTS TEACHER (Triple Diploma) for Haverfordwest (Tasker's) County School Centre. Good Needlework essential. Forms of application (due by November 9th) and further particulars from DIRECTOR OF EDUCATION, Haverfordwest.

Posts Vacant—continued.**TO ASSISTANT MISTRESSES. HALF-TERM AND JANUARY (1917) VACANCIES.**

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years), 34 Bedford Street, Strand, and 22 Henrietta Street, Covent Garden, London, W.C., invite immediate applications from well qualified Assistant Mistresses for the following Appointments:—

Mistresses seeking posts in Girls' or Boys' Schools for the Half Term or for January (1917) should apply forthwith.

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

Mistress to take two of the following:—Latin, French, English. Intermediate School. £150 to £180 non-resident.—No. 032.

Senior Mistress. English, French, and Geography. £135 non-resident.—No. 035.

S. Africa.—Second Form Mistress. £80 resident.—No. 913.

Language Mistress for French and German. £130 non-resident.—No. 992.

General Form Subjects. £100 to £140 non-resident.—No. 080.

Mistress for History, English, Elementary French, Drill and Games. £100 non-resident.—069.

Experienced English Mistress. School near London. £65 to £75 resident.—070.

Mistress for Boys' School. Latin and English. £100 to £130 non-resident.—No. 053.

Lower Form Mistress able to take Nature Study, &c. £110 non-resident.—No. 052.

Mistress for Junior Form Boys' School. £50 to £60 resident.—No. 046.

Assistant Mistress for English, History, Scripture and Latin, £60 resident.—No. 037.

Natal.—Mistress for Mathematics and English. £120 resident to commence.—No. 826.

Form Mistress with good experience. £55 resident.—No. 072.

Mistress for History and Welsh, or History and either Latin or English. £110 to £130 non-resident.—No. 064.

Assistant Mistress for History and Elementary Latin. £55 to £60 resident, £90 non-resident.—No. 067.

Mistress for good Latin and Mathematics. £50 resident.—No. 083.

200 other resident and non-resident vacancies, in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant Mistresses.

Numerous Posts for Junior Mistresses asking Salaries of from £25 to £35 Resident.

80 Student-Governesses also required for superior Schools on mutual terms, namely:—Board-Residence, and Educational advantages in return for services.

A Complete List of Vacant Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses, and to Student Governesses, on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

(This Department is under the Entire Management of one of the Partners of the Firm.) Please see page 660 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. A Complete List of Schools for Transfer and of Partnerships will be sent gratis to intending purchasers, to whom no Commission will be charged.

Address: 34 BEDFORD STREET, STRAND, LONDON, W.C.
Telegraphic Address: "SCHOLASQUE, LONDON."
Telephone: CERRARD 7021.

PORTSMOUTH EDUCATION COMMITTEE. (HIGHER EDUCATION).**GIRLS' SECONDARY SCHOOL.**

Head Mistress: Miss A. M. KENYON HITCHCOCK, B.A.

APPOINTMENT OF JUNIOR MISTRESS TO TEACH FRENCH.

Applications are invited for the vacancy next term of a JUNIOR MISTRESS to teach French at the above-named school. Applicants should be French by birth or English Ladies who have resided in France. Salary to candidates possessing a University Degree or its equivalent, £100, increasing by £5 annually to £110 per annum. A candidate without these qualifications would receive £10 per annum less. Further particulars, and a copy of the application form, may be obtained by forwarding a stamped addressed foolscap envelope to the SECRETARY, at the Offices of the Committee, the Municipal College, Portsmouth.

A GYMNASTIC MISTRESS will be required in January for St. Katharine's School, St. Andrews, Fife. Applications should be sent to the HEAD MISTRESS.

SOUTHEND-ON-SEA EDUCATION COMMITTEE.**HIGH SCHOOL FOR GIRLS.**

Head Mistress: Miss M. E. LEWIS.

Wanted, in January, SECOND FORM MISTRESS, with Degree or Higher Local, or Higher Froebel Certificate, qualified to teach elementary Mathematics, Needlework, Nature Study, Geography, and Netball. Training essential: experience in good Secondary School desirable. Initial salary £120-£140 according to qualifications, rising by annual increments of £10 to £200. Apply, enclosing copies of three recent testimonials, to HEAD MISTRESS.

J. W. BARROW,
Secretary.

PRESTON EDUCATION COMMITTEE.**THE PARK SCHOOL.**

Required, in January, a FORM MISTRESS, able to teach Cookery and Needlework and some Junior Form subject. Salary (Scale) according to qualification and experience. Forms of application may be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

Posts Vacant—continued.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers, with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Secretary. Subscription 5s. per annum. Forms of admission supplied to those only who state the degree or equivalent in applying to the SECRETARY, 59 Cambridge Street, Hyde Park, W.

LONDON COUNTY COUNCIL.

THERE is a vacancy in the **PADDINGTON AND MAIDA VALE HIGH SCHOOL** for an **ASSISTANT MISTRESS** to teach Chemistry, Physics, and Botany as a subsidiary subject.

The successful candidate will be required to commence work in January, 1917. Salary from £120 a year, according to experience, rising to £220 by annual increments of £10.

Apply to the **EDUCATION OFFICER (H 43)** Education Offices, Victoria Embankment, W.C. (stamped addressed foolscap envelope necessary). A form giving particulars will then be sent. Form must be returned by 11 a.m. on 7th November, 1916. Canvassing disqualifies.

JAMES BIRD,

Clerk of the London County Council.

THE TRAINING SCHOOL OF DOMESTIC ARTS FOR SOUTH WALES AND MONMOUTHSHIRE.

The Management Committee invites applications for the Post of **PRINCIPAL** of the above School.

The salary will be £250 per annum.

The selected candidate will be expected to possess qualifications which will enable her to organize and supervise the whole of the work of the Training School, and also to take some part in the teaching.

Further particulars may be obtained from the undersigned, by whom applications, with copies of three recent testimonials and references, must be received on or before Saturday, November 11th, 1916.

ADA M. RIDLER,

6 St. Andrew's Place,
Cardiff.

Secretary.

SENIOR ENGLISH MISTRESS required in high-class Girls' School near London, to teach Mathematics, History or Modern Geography and Essay Writing. Salary £70 res.—**PRINCIPAL**, Southlands, Harrow-on-the-Hill.

DERBY EDUCATION COMMITTEE.**MUNICIPAL SECONDARY SCHOOL FOR GIRLS.**

Wanted, in January, a **JUNIOR MISTRESS** to take History and English with girls from ten to thirteen years of age. Preference will be given to candidates with Honours Degree and experience. Initial salary, £110 to £120 per annum, according to qualifications and experience. The selected candidate will be expected to take part in the corporate life of the school.

A letter of application, with copies of three recent testimonials to be sent to the undersigned by November 14th.

Education Offices,
Becket Street, Derby.

WILLIAM COOPER,
Secretary.

23rd October, 1916.

COUNTY BOROUGH OF HALIFAX. EDUCATION COMMITTEE.**MUNICIPAL SECONDARY SCHOOL.**

Wanted, in January 1917, **ASSISTANT MISTRESS** for Mathematics and Physics. Science degree essential, and experience in a Secondary School desirable. Salary according to training and experience. Forms of application, which will be sent on receipt of stamped addressed foolscap envelope, must be returned to the undersigned not later than Friday, November 17th, 1916.

Education Offices,
Halifax.

W. H. OSTLER,
Secretary.

October 23rd, 1916.

CANADA.—JUNIOR ENGLISH MISTRESS required (December) Day School. (£60 resident.) Passage paid.—**HOOPER**, 13 Regent Street, London. Many other school vacancies, British Isles and Colonies. No charge till placed. Established 1881. Stamp. Schools transferred and recommended. Expert advice in exchange for particulars of requirements.

WANTED, in November, MISTRESS to teach Junior Music and to assist house mistress. Elocution desired. Apply—**HEAD MISTRESS**, The Maynard School, Exeter.

Posts Vacant—continued.**ESSEX EDUCATION COMMITTEE.****ROMFORD COUNTY HIGH SCHOOL.**

MISTRESS wanted, January, to teach Domestic Arts, including Needlework, and to take charge of School Dinners. Salary, £100, rising annual increments of £5 to £120; dinner and tea provided on school days. Applications, stating age, education, training qualifications and experience, to be sent with testimonials to the **HEAD MISTRESS** not later than November 10.

UPHOLLAND GRAMMAR SCHOOL, ORRELL, WIGAN, LANCs.

Wanted, for January, **MISTRESS**, well qualified in Art and able to teach young children. Ablett's system at present used in the school. Initial salary, £100, with increments subject to conditions of Lancashire Education Committee. Apply **HEAD MASTER**.

FULLY qualified and experienced

KINDERGARTEN MISTRESS requires post in Secondary or Special School, Part II Higher Certificate, National Froebel Union.—**MISS JOHNSON**, Rev. J. Johnson, Sibson Road, Sale, Cheshire.

COUNTY SCHOOL, GROVE PARK, WREXHAM.

Required, for Engineering Department shortly to be set up, a **MASTER** with good technical qualifications and a knowledge of modern workshops practice. Until there is sufficient work on the engineering side he would be expected to give help in some of the school work, such as elementary Mathematics, &c. Salary £180 per annum, rising by £5 to £200. Must be ineligible for military service. Duties commence at once or after Christmas Vacation.—Apply to **HEAD MASTER**.

REQUIRED, in January, a fully

trained **MISTRESS** for Swedish Gymnastics and Games, with Swimming and Dancing.—Apply to the **HEAD MISTRESS**, Chelmsford County High School.

MARY DACHELOR GIRLS' SCHOOL, CAMBERWELL.

Wanted, in January, a **JUNIOR SCIENCE TEACHER** to teach elementary Botany, Physics, and Chemistry in Middle and Junior Forms. Essentials: B.Sc. Degree and training. Salary £120, rising by annual increments of £10.

COUNTY HIGH SCHOOL,

WORTHING.—Wanted, in January 1917, a **PART-TIME MISTRESS** for Physical Exercises. Applicants must be trained to give instruction according to the Swedish system and should be able to take Games, Dancing, and Remedial Gymnastics. Twelve periods of forty minutes each in the week are required, at a salary of £50 per annum. There is work in the town in Massage, Remedial Gymnastics, &c. Apply to the **HEAD MISTRESS**.

RIPON AND WAKEFIELD

DIOCESAN TRAINING COLLEGE.—A resident **VICE-PRINCIPAL** is required in January next—Churchwoman with University or equivalent qualifications, and teaching experience. Salary £200 a year, with rooms, board and Medical attendance. For further particulars and form of application, apply to the **REV. THE PRINCIPAL**, Training College, Ripon. Form must be returned on or before November 13th.

CARLISLE AND COUNTY

HIGH SCHOOL.—Required, in January, **ASSISTANT MISTRESS** to act as Secretary to the Head Mistress and to teach Shorthand and Typewriting to commercial classes. Apply to the **HEAD MISTRESS**.

S. T. BEES SCHOOL, CUMBERLAND.**HEAD MASTERSHIP.**

The office of **HEAD MASTER** of the above school will be vacant at the end of the present term in consequence of the appointment of Canon H. A. P. Sawyer (the present Head Master) to the Head mastership of Shrewsbury School. The Governors will shortly proceed to fill up the vacancy so caused.

Applications should be sent on or before the 6th November to the undersigned, from whom particulars of the appointment may be obtained.

Whitehaven.

L. T. HELDER,
Clerk to the Governors.

PALMERS GREEN KINDER-

GARTEN TRAINING COLLEGE.—There will be a vacancy in January for a **KINDERGARTEN STUDENT** without fee if really capable, and able to assist with three little boarders. Entrance certificate essential.—**MISS HUM**, Kindergarten, Palmers Green.

Posts Vacant—continued.**SCHOOL VACANCIES,**

JANUARY 1917. — Girls' Secondary School. Non-resident **MISTRESS**. All usual subjects to Lower Form, including Singing, Drawing, Nature Study. £110.—(**Brighton**). Usual English, good Arithmetic, Drawing, Painting. Good salary.—(**Cornwall**). **ASSISTANT MISTRESS** for Lower Forms, English, French, Mathematics, Literature. £45.—(**Cheltenham**). For Juniors. English, French, Music, Drawing.—(**Hampshire**). Some Mathematics. £40.—(**Somerset**). English (to Senior Cambridge standard), French, Latin, Mathematics.—(**London**). Good Arithmetic, Geography, French, Needlework.—**HOOPER'S**, 13 Regent Street, London. No charge till placed. Many good vacancies; also for Junior Teachers on reciprocal terms and with small salaries. Established 1881. Schools recommended and transferred.

WANTED, in January, Resident

SENIOR FORM MISTRESS able to take English, Mathematics, some Latin. Training or experience essential.—Apply **MISS BILLES**, A.R.C.M., High School, Wells, Somerset.

WANTED, in January, STUDENT

MISTRESS holding Oxford and Cambridge Certificate. Opportunity to study Kindergarten and work for Advanced Associated Board. Small Premium.—**MISS BILLES**, A.R.C.M., High School, Wells, Somerset.

STAND GRAMMAR SCHOOL

(founded 1688), **WHITEFIELD**, near Manchester. A Day Secondary School of about 400 Boys and Girls organized under the Regulations of the Lancashire Education Committee and of the Board of Education.—Wanted, at Easter, 1917, a **HEAD MASTER** who must be a graduate of some recognized University. Salary £400. Apply, before November 11th, to **MR. HARRY SPENCER**, 1 Thorp Street, Whitefield, near Manchester.

WANTED, in November, a Resi-

dent **MISTRESS** to teach Pianoforte, Violin, Theory and Class Singing. Apply, with particulars, to the **PRINCIPAL**, Glenmouth School, Dover.

GIRLS' GRAMMAR SCHOOL,

KEIGHLEY.—**SENIOR ENGLISH MISTRESS** wanted in January. Honours degree, or equivalent, and some experience essential. Training desirable. Apply, stating salary and qualifications, and endorsing copies of three testimonials, to **MISS ATKINSON**, 50 Devonshire Street, Keighley.

THE BELVEDERE SCHOOL

(G.P.D.S.T.), **PRINCE'S PARK, LIVERPOOL**—Wanted, in January, a **MISTRESS** to teach French in Junior School. Experience or training essential. Apply—**HEAD MISTRESS**.

WANTED, January, FORM MIS-

TRESS (Resident) to teach Mathematics and Arithmetic. Salary, £60 to £70. Apply, with full particulars and copy of testimonials, to the **HEAD MISTRESS**, Craigmount, Edinburgh.

NON-RESIDENT ASSISTANT

MISTRESS required for January to teach French. Degree essential. Salary £120 to £130, according to qualifications. Apply—**HEAD MISTRESS**, County School for Girls, Penarth, Glamorgan.

COLLEGE SCHOOL, CARDIFF

(INC.).—Demonstration School in connexion with the University College of South Wales and Monmouthshire, Cardiff.—**HEAD MISTRESS** required in January. Application to be made before 15th November, 1916. Full details to be obtained from **Mrs. CECIL BROWN**, Hon. Secretary, 34 Cathedral Road, Cardiff.

WANTED, January, HISTORY

MISTRESS for Blackheath High School, Oxford, Cambridge, or London Honours essential. Apply—**JOINT AGENCY**, 8 Oakley House, Bloomsbury Street, London.

CENTRAL FOUNDATION

GIRLS' SCHOOL.—Wanted, January, **FORM MISTRESS**. Subjects: History, English, Mathematics. Salary L.C.C. scale; minimum £120. Send to **HEAD MISTRESS**, Spital Square, London, stamped addressed envelope for application form.

KING'S HIGH SCHOOL FOR

GIRLS, WARWICK.—Wanted, in January, an **ASSISTANT MISTRESS** to teach Mathematics, Science, and Geography to middle school forms. London B.Sc. preferred. Training or experience essential. Salary £120.

Continued at foot of page 666.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO., 36 SACKVILLE STREET, LONDON, W.,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies, for the JANUARY TERM, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

MISTRESS required for first-rate Girls' School in Scotland, to teach English and History. Salary £125 non-res.—No. 5,367.

SENIOR MISTRESS required for good-class Girls' School in London to teach all English subjects with pupils from 15 to 19 years of age. Salary £60 to £80 res.—No. 5,344.

FORM MISTRESS required to teach Latin and General subjects. Subsidiary subjects should be stated. The School is a good-class Secondary School for Girls in the North of England. Salary £100 to £140 non-res.—No. 5,291.

MATHEMATICAL MISTRESS required for first-rate Boarding and Day Girls' School in the South-east of England, to teach Arithmetic throughout the School. Mistress should also be able to teach Mathematics and Latin to one third of the School. Member of the Church of England. Salary £50 to £60 res.—No. 5,276.

ENGLISH MISTRESS required for an important Girls' School in London, to teach good Literature, Geography, History, and Latin. Res. post.—No. 5,235.

MISTRESS required for Boys' Grammar School in the South of England, to teach French.

MISTRESS required for mixed Grammar School in the South of England, to teach French to Forms II and III and Needlework. Salary £110 non-res. rising.—No. 5,335.

MISTRESS required for Girls' County School in Wales to take higher form work in Latin, and who would be willing to assist with the general work in the Lower form. Salary £115 to £130 non-res.—No. 5,278.

Mathematical and Science Mistresses.

MISTRESS required for high-class Girls' School in the Midlands, to teach Mathematics in the Senior House only. Recommendation to offer some Science, but not essential. Salary £60 to £75 res.—No. 5,359.

SENIOR ENGLISH MISTRESS required for very good-class Girls' School near London, to teach Mathematics. Recommendation to offer one or two of the following:—English, History, or Modern Geography. Experience essential. Salary £65 to £75 res.—No. 5,354.

ASSISTANT MISTRESS required for first-rate Boys' School near the Midlands, to teach Chemistry, Agriculture, and Elementary Physics. Salary £150 non-res.—No. 5,324.

GOOD MATHEMATICAL MISTRESS required for very important Girls' School near the Midlands. Res. post.—No. 5,316.

FORM MISTRESS required for good-class Day and Boarding School in Scotland, to teach Mathematics throughout the School. Salary £60 to £70 res.—No. 5,304.

Modern Language Mistresses.

MODERN LANGUAGE MISTRESS required for first-rate Girls' School, in the Midlands to teach French and German and in addition to some elementary English subjects. Salary £35 to £40 res.—No. 5,330.

MISTRESS required for first-rate Boys' School within easy reach of London, to teach French throughout the School. Salary £70 res.—No. 5,317.

ASSISTANT MISTRESS required for Boys' Grammar School within easy reach of London, to teach French up to Matriculation standard as her main subject, and to help with other subjects, especially if possible Mathematics. Salary offered, £150 non-res.—No. 5,311.

MISTRESS required for high-class Private School for Girls, north of the Midlands, to teach French and German up to the standard of Senior Cambridge Examination. Salary £40 to £50 res.—No. 5,222.

Kindergarten and Lower Form Mistresses.

MISTRESS required for first-rate Boys' Preparatory School in Scotland, to teach French and elementary English subjects, including Drawing. Salary £120 non-res.—No. 5,277.

ASSISTANT MISTRESS required for first-rate Boys' School within reach of London, to teach Arithmetic and Algebra and History with the top sets. Mistress must also be able to offer sound French and elementary Latin, and give subsidiary assistance with English subjects. Salary £75 res.—No. 5,348.

JUNIOR MISTRESS required for first-rate Boys' Preparatory School on the South-west coast of England, to teach the usual subjects (English) to a class of boys about 12 in number, ranging in age from 7½ to 10. History, Literature, and Scripture will be required for the elder boys to Junior Local standard. Salary £40 res.—No. 5,319.

MISTRESS required for first-rate Boys' Preparatory School on the South coast of England, to teach good elementary Mathematics and some English. Previous experience essential. Salary £80 res.—No. 5,337.

ASSISTANT KINDERGARTEN MISTRESS required for important Training College (Girls) in London. Salary offered, if the Mistress could take Games and afternoon charge, £100; if not able to take Games and charge, a less salary will be given.—No. 5,356.

TWO JUNIOR MISTRESSES required for high-class Girls' School on the South-east Coast of England, one for the Junior Local Cambridge form and the other for the Preliminary Cambridge. Both Mistresses would be required to help with the Games. Salary according to qualifications and experience.—No. 5,307.

KINDERGARTEN AND LOWER FORM MISTRESSES—continued.

KINDERGARTEN MISTRESS required for first-class Girls' Day School in the North of England, to teach the usual Kindergarten subjects, including Writing, Reading, and Arithmetic with lower form work and general English. Salary £30 res. increasing to £45 if suitable.—No. 5,275.

JUNIOR KINDERGARTEN MISTRESS required for first-rate School in London; the Mistress will be required for mornings only. Salary £50 non-res.—No. 5,271.

Art and Music Mistresses.

ART MISTRESS required for a Municipal School on the South coast of England. The Mistress should possess good general Art Teaching ability, particularly in design. Salary £115 non-res.—No. 5,362.

MISTRESS to teach Music and Drawing as principal subjects, for first-rate Boys' Preparatory School within reach of London. Salary £70 to £75 res. Capitation fee of 5s. per term for each pupil, in addition to the fixed salary.—No. 5,223.

MUSIC MISTRESS required for first-class Private School for Girls, on the South coast, to teach the Piano on the Matthay system and who would also be able to accompany the Violin. Salary £40 to £45 res.—No. 5,237.

MUSIC MISTRESS required for first-rate Day and Boarding School for Girls in South Africa. It would be a recommendation to offer Violin. Salary £90 res.—No. 5,024.

JUNIOR MUSIC MISTRESS required for high-class Boarding School for Girls, on the South-east coast of England, to take the pupils for practising for Piano, Violin, and Singing. Salary according to qualifications and experience, res.—No. 5,320.

Gymnastics and Games Mistresses.

MISTRESS required for important School in the Midlands to teach Senior Gymnastics and Games. Recommendation to ride and play Golf. Salary according to qualifications and experience. Res.—No. 5,364.

GYMNASTIC AND GAMES MISTRESS required for first-rate Girls' School in New Zealand. Recommendation to offer Junior Drawing. Salary £100 res. Second Class Passage paid out.—No. 4,656.

THOROUGHLY EXPERIENCED GAMES MISTRESS required for first-rate Girls' School within easy reach of London. Salary according to qualifications and experience, non-res.—No. 5,244.

GAMES AND GYMNASTIC MISTRESS required for high-class Girls' School South of England. Salary from £50 res.—No. 5,312.

MESSRS. GABBITAS, THRING & CO. have also on their Books Vacancies for Matrons, Student Mistresses, and Private Governesses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

HOSTELS FOR TEACHERS, RESIDENTIAL AND HOLIDAY QUARTERS, Offered and Required.

BRIGHTON.

PAYING GUESTS received for Christmas Holidays in sunny, roomy house. Central. Terms very moderate. Address—No. 10,260. *

DROITWICH.

NORBURY HOUSE.—Entrance facing Baths. Guests received in fine old Manor House. Every modern comfort. Three acres of beautiful garden. Nearest to Golf Links. Telegrams, "Norbury." Telephone 53. Illustrated booklet.

EASTBOURNE.

3 MILES' Promenade; bracing and sunny. "Leafy Eastbourne." Guide to town and Schools, 1s. 6d. Register of Accommodation." Guide to amusements, hotels, apartments, 3d. post free.—STRANGE, the Printer.

LONDON, S.W.

BOARD Residence in private house. Terms from 30s. to 42s. per week. Room and breakfast from 21s. Telephone.—Miss JOWETT, 62 Longridge Road, Earl's Court.

LONDON, W.

LADIES' INTERNATIONAL CLUB. 74 Prince's Square, Bayswater.—Residential Club.—Students and working gentlewomen. Room, breakfast, dinner, from 19s. 6d. to 28s. 6d. Special terms holidays. Two minutes' walk Kensington Gardens.—Write SECRETARY.

LONDON, W.

LADIES' RESIDENTIAL CHAMBERS.—Large airy houses, overlooking gardens. Furnished bedrooms, 12s. 6d. to 21s. Bed-sitting rooms, from 14s. 6d. Reduction two sharing. Bed and breakfast, 4s. 6d. Moderate tariff.—SECRETARY, 60 Princes Square, W.

LONDON, W.C.

THACKERAY HOTEL, Great Russell Street. First-class Temperance Hotel, opposite the British Museum. Passenger Lift. Electric Light in all Rooms. Bathrooms on every floor. Fireproof. Telephone. Bedroom, Breakfast, Attendance, and Bath, 6s. 6d. per night per person. Telegrams: "Thackeray, London." Telephone: Museum 1230 (2 lines).

LONDON, W.C.

MELBOURNE HOUSE HOTEL, 21, 22, 23 Bedford Place, W.C. Old established private Hotel and Pension. 5s. Bed and Breakfast. "En pension" from 2 guineas weekly. Telephone: Gerrard 4718.

LONDON, W.C.

HOSTEL for Professional Women and other Ladies. Near University College and British Museum. Central; quiet.—Miss H. VEITCH-BROWN, 6 Lansdowne Place, Brunswick Square, W.C.

LONDON, W.C.

THE TEACHERS' GUILD CLUB, 9 and 10 BRUNSWICK SQUARE, W.C.—Open to Teachers and all interested in Education. Club Rooms, Dining Room and Library. Bedrooms from 3s. a night, including bath and attendance, electric light, central heating, lift. A few rooms can be let to permanent residents. Meals as required. Tariff moderate. Russell Square Tube Station 2 minutes. Tel.: Museum 1950

ST. MARGARET'S-ON-THAMES.

TWO unfurnished rooms; use of bathroom; near bus and station.—23 Orchard Road.

WADHURST.

SELECT apartments or board-residence; 10 minutes' P.O.; Indoor Sanitation Company's water bath (hot and cold); farm produce; healthy resort; lovely scenery. Excellent testimonials. Special terms for winter.—HOLBEAMWOOD, Wallcrouch, Wadhurst.

A FREE LIST OF FAMILIES

RECEIVING PAYING GUESTS, or CHILDREN, or INVALIDS, in LONDON and COUNTRY.—Send requirements, Secretary, WEST-END ASSOCIATION, 92 New Bond Street, W.

PARTICULARS of the following HALLS FOR STUDENTS will be found on the earlier pages of this issue.

CARDIFF.—Aberdare Hall. Miss KATE HURLBATT. ST. ANDREWS.—University Hall. Miss M. E. DOBSON.

LANCASTER GATE, W.—St. Mary's Training College Hostel. Miss PAULINE LEVISON.

BRONDESBURY, N.W.—Maria Grey Training College Hall. Miss KATHARINE L. JOHNSTON.

LIVERPOOL.—University Hall. Miss DOROTHY CHAPMAN.

ABERYSTWYTH.—Alexandra Hall. Miss C. P. TREMAIN.

OXFORD.—Cherwell Hall. Miss CATHARINE I. DODD.

Posts Vacant—continued.

WANTED, for January, in Public School for Girls, two non-resident MISTRESSES—(1) SCIENCE. Special subject: Botany; also some Chemistry and elementary Science. For Honours Degree in Botany, and experience. Initial salary £140. (2) SENIOR FRENCH MISTRESS. French only. Conversational Method. Honours Degree and residence abroad essential. Initial salary up to £130. Address—No. 10,243. *

TEACHER (Lady, certificated, experienced) with small capital, wishes correspond with another, view opening small School (Day or Boarding), South of England. Confidential. References. Address—No. 10,244. *

WANTED, HEAD MISTRESS for Boarding School, £150; KINDERGARTEN TEACHER, £100. Board and lodging and passage; Mbabane, Swaziland, South Africa; good climate; good Church people and young.—Write to Mrs. MCKENZIE, 6 Margaret Street, W.

SENIOR ENGLISH MISTRESS, also SCIENCE MISTRESS (Chemistry and Physics), wanted in large High School, January or May. Address—No. 10,248. *

MISTRESS required next January. Matriculation History, Latin, and some Music teaching essential; also good residential experience. Also experienced MUSIC MISTRESS prepare for Associated Board Examinations; teach Harmony, Class-Singing. Girls' Boarding School, North Country. Address—No. 10,249. *

REQUIRED, in January, CLASSICAL MISTRESS, also MISTRESS for Mathematics and Botany. Salaries according to qualifications.—HEAD MISTRESS, Downs School, Seaford.

Posts Vacant—continued.

RESIDENT ENGLISH MISTRESS (over 30) wanted in January for small Modern School, Edinburgh. Training essential. Advanced History and Junior Latin. Write fully, stating qualifications, to Address—No. 10,251. *

REQUIRED, next January, in private DAY SCHOOL near London, resident MISTRESS to teach Mathematics, English, elementary Latin, and Needlework. Apply, stating salary, &c., to Address—No. 10,254. *

WANTED, in January, in Private Girls' School in Surrey, JUNIOR FORM MISTRESS. Gentlewoman and Churchwoman essential. Ablest Drawing and some Science desirable; also capability of helping with elder girls. Address—No. 10,255. *

SHERBORNE GIRLS' SCHOOL.—Wanted, January, HEAD SCIENCE MISTRESS. Essentials: Degree or equivalent, experience in good Public School. Strong disciplinarian. Chief subjects: Physics, Chemistry. Desirable: good elementary Mathematics, Games. Apply—HEAD MISTRESS.

THE CARLISLE AND COUNTY HIGH SCHOOL.—Required, in January, a SCIENCE MISTRESS. Chief subjects: Botany, Chemistry, Physics, elementary Mathematics. Degree or equivalent and experience essential. Apply to the HEAD MISTRESS.

GRAMMAR SCHOOL, LEIGH, LANCs.—ASSISTANT MISTRESS wanted for January, to teach Botany, elementary Physics, and some Geography. Willingness to help with Girls' Games essential. Salary £100 to £120, according to qualifications and experience, rising to £170. Apply—W. H. LEEK, Head Master.

Posts Wanted—continued.

REQUIRED, January, for private Boarding School for Gentlemen's Daughters near London, a Lady as HEAD ENGLISH MISTRESS. Essentials: English subjects and good conversational French. Good organizer and tactful disciplinarian. A Lady wishing to take over a School on very advantageous terms at the end of the War might be suitable. Apply, stating salary, age, and experience (no Agents), Address—No. 10,250. *

STAUNTON-ON-WYE ENDOWED SCHOOL, HEREFORDSHIRE.—MISTRESS required after Christmas (or earlier if possible). Good French and English essential. University Degree or equivalent looked for. Salary £70 to £90 resident, according to qualifications and experience. Apply—ALBERT F. SANDYS, B.Sc., Head Master, The Endowed School, Staunton-on-Wye, Hereford.

SENIOR ASSISTANT MISTRESS required in January. General Form subjects and Latin and Mathematics.—Miss BOOTH and Miss STRATTON, Winchester House School, St. Leonards-on-Sea.

WANTED, in January, 1917, an ASSISTANT for private Gymnastic practice in the North. Must be thoroughly experienced in Remedial and Educational Work. Swimming and good Games essential. Non-resident. Preference given to one experienced in private work. Assistantship with a view to partnership if satisfactory and desired. Address—No. 10,246. *

LINCOLN DIOCESAN TRAINING COLLEGE.—LECTURER in Mathematics, with knowledge of Drawing or Handwork if possible, required for the above residential College of 116 students. Degree and experience essential. Apply to the PRINCIPAL.

* Replies to these advertisements should be addressed "No.—The Journal of Education, 5 Broadway, Ludgate Hill, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

Messrs. TRUMAN & KNIGHTLEY, Ltd.,

Educational Agents,
SHEFFIELD HOUSE, 158 to 162 OXFORD STREET, LONDON, W.

ASSISTANT MISTRESSES' DEPARTMENT.

Ladies seeking appointments in Public or Private Schools for NEXT TERM should apply to Messrs. TRUMAN & KNIGHTLEY, who will be pleased to give their requirements prompt and careful attention.

The following are selected from a large number of JANUARY VACANCIES, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to select and put forward candidates :—

ENGLISH AND GENERAL FORM MISTRESSES.

Second Mistress for large Nonconformist Day and Boarding School in South Africa, to teach especially Mathematics and English. Experience necessary. Res. £120, increasing by £10. Passage paid on three years' agreement.—A 55010.

Assistant Mistress for important Public School in the Midlands, to teach some Latin and Mathematics, and undertake House Mistress's duties. Degree and Churchwoman essential. Res. £60.—A 52686.

Geography Mistress for Girls' Secondary Schools in Yorkshire, to teach Geography on modern lines. Needlework a recommendation. Good qualifications and experience. Non-res. £120 to £125 increasing.—A 53574.

Assistant Mistress for Girls' Public High School in West Indies, to teach History and Scripture, with some English. Junior Latin or Drawing a recommendation. Degree essential. £85 to £95 res. with passage.—A 53299.

Fourth Form Mistress for Church of England Boarding School in Canada, to teach Latin to Matriculation, and History, Scripture, Literature. Experience and Churchwoman essential. Res. £90 and passage.—A 56194.

English Mistress for Preparatory Department of important Public School for Girls in the North. English and some History to children under 14. Good qualifications and experience essential. Non-res. £125 or more.—A 56248.

English Mistress for large Public School in India, to teach History and English. Degree essential. Res. £120 and passage.—A 55913.

Senior Mistress for high-class Private School near London, to teach English, with Latin, or Mathematics, or Geography. Good qualifications and experience essential. Res. £75 to £80.—A 56228.

CLASSICAL MISTRESS.

Classical Mistress for Church of England High School in Midland City. Oxford or Cambridge Honours Degree and Churchwoman essential. Non-res. £130.—A 56147.

MODERN LANGUAGE MISTRESSES.

Assistant Mistress for Church of England Boarding School in New Zealand, to teach French, with some other subjects. Res. £130 and Passage.—A 56146.

French Mistress for Public Secondary School in the West of England, to teach French to Higher Local standard. Honours Degree and residence abroad essential. Non-res. £130, increasing to £160.—A 56176.

Modern Language Mistress for Public Secondary School in Yorkshire, to teach French with more elementary German. Residence abroad and experience essential. Non-res. £140.—A 56161.

MATHEMATICAL AND SCIENCE MISTRESSES.

Mathematics Mistress for large Nonconformist High School in South Africa, to prepare for Cape Matriculation and to take charge of Form 6b. £100 to £120 res.—A 55535.

Assistant Mistress for good Secondary School in Surrey, to teach Nature Study and Mathematics in the Lower School. Games, English, or Music a recommendation. Degree essential and experience desired. £110 increasing £5, non-res.—A 55719.

Science Mistress for important Girls' School in South Africa, to teach Science to Matriculation standard. Res. £100.—A 55532.

Science Mistress for Endowed Mixed School in N.W. England, to teach Botany, Geography, elementary Physics. Games an advantage. Non-res. £100 to £130 or more increasing to £170.—A 55437.

Senior Mistress for County Secondary School in the South-west of England, to teach Mathematics and elementary Science. Experience and Churchwoman essential. Res. £90 to £100.—A 55136.

Chemistry Mistress for Girls' Secondary School in University City. Non-res. £140 or more.—A 55105.

Mathematical Mistress for important Public School in the North of England. Degree, experience and Churchwoman. Res. £80 to £100; non-res. £120 to £140.—A 56127.

Mathematical Mistress for Church of England Boarding School in New Zealand, to teach Mathematics, with some other subjects. Res. £130 and passage.—A 56145.

Science Mistress for important Public School in Home Counties. Chief subject Chemistry. Good degree essential. Non-res. from £120.—A 56269.

Science Mistress for Public Secondary School in West of England, to teach Botany throughout the School, with general elementary Science and Chemistry. Honours degree essential. Non-res. £140 increasing to £160.—A 56175.

KINDERGARTEN MISTRESSES.

Kindergarten Mistress for Boarding and Day School in Natal, able to train students. Res. £90 to £110 and passage.—A 54788.

Kindergarten Mistress for Public High School in the Midlands to take entire charge of Kindergarten. Higher N.F.U. Cert. Experience and Churchwoman essential. Non-res. £110 to £120. A 56296.

ART MISTRESSES.

Art Mistress for Public Secondary School in the North-east of England to help with Needlework, Class Singing and elementary Piano. Non-res. £105 to £110.—B 56007.

Art Mistress for Training College in the West of England, to teach Drawing under Board of Education Regulations and give some other help with elementary English, Elocution, or Needlework. Churchwoman essential. Res. £80 or more.—B 56221.

MUSIC MISTRESSES.

Singing and Elocution Mistress for large High School in South Africa. £100 res. plus extra fees.—B 55597.

Music Mistress for high-class Boarding and Day School in Canada, to teach Pianoforte (performer) and Singing. Res. £83 increasing and passage.—B 53473.

Violin Mistress for large Secondary Day and Boarding School in North-east of England, to take a small orchestra and assist with some other Music subject. Res. £90, increasing to £110, and passage.—B 55394.

Singing and Elocution Mistress for important Public School in the North-west of England. Class and Solo Singing required and help with backward Pianoforte pupils. Churchwoman. Res. £70 increasing.—B 56237.

Senior Music Mistress for high-class Private School on South coast, to teach Pianoforte on Matthay and Curwen methods. Harmony, Class Singing. Good experience and Churchwoman essential. Res. about £70.—B 56241.

GYMNASTICS MISTRESSES.

Gymnastics and Games Mistress for Public Secondary School in North-east of England, to teach Swedish Gymnastics throughout the School, with games or some other subject. Non-res. from £110.—B 55902.

Gymnastics Mistress for Preparatory Department of important Public School in the North, with Dartford, Bedford, Anstey, or Chelsea training. Non-res. £115 to £120.—B 56129.

DOMESTIC SCIENCE MISTRESSES.

Domestic Science Mistress for large high-class Private Boarding School. Good experience and Churchwoman essential. Res. from £60.—B 56280.

Technical Mistress for dual Secondary Day School in North-east of England, to teach Cookery, Needlework, and general form subjects. Non-res. £90.—B 56220.

STUDENT-TEACHERS.

Messrs. TRUMAN & KNIGHTLEY always have on their books a large number of Vacancies for **Student-Teachers** on mutual terms or at moderate premiums.

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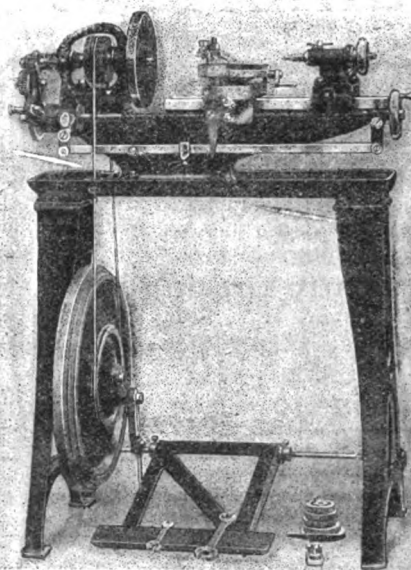
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THE MIGRATION OF PLANTS AND ANIMALS.

VIRGIL taught us long ago that in the blessed Saturnian age, when the ideal of the greatest happiness for the greatest number shall be realized, when crops shall spring up from the root unbidden and the lion and the lamb shall lie down together, the lamb not reposing in the lion, *omnis feret omnia tellus*. Every land is in that happy period to produce everything. If this ideal goal have not yet been attained, it may be said with truth that it is to the credit of the human race that each country has had the intelligence to borrow freely from all other countries within its cognizance as many of its products as it needed for its support or comfort, and that each country has been generously disposed to aid the rest of humanity to develop its civilization by lending its productions to its neighbours. This healthy spirit of give and take has resulted in the most manifold and continuous migration of plants and animals, which migration has taken place on such a gigantic scale that most civilized countries can boast to have received and assimilated the greater part of the flora and fauna which would suit their climate. Few, indeed, are the countries which at the present time have not been affected by the immigration of plants and animals originally foreign to the region into which they have penetrated; indeed, the degree of a country's civilization may be judged to a large extent by the success attending its efforts to assimilate the foreign elements necessary to its development. It may prove of interest to our readers to endeavour to follow some of these plants and animals in their wanderings, and thereby perchance to realize the great debt which we owe to our ancestors for introducing them, and to many far-off lands for rearing them for our benefit. Sometimes it has happened that exotic fauna and flora have completely taken possession of a new country, transforming the whole aspect of the land, and ousting to a large extent the products of home growth. The most striking instances of such successful invasions are probably to be met with beneath the Southern Cross. New Zealand, before the advent of the first settlers, actually possessed no animals at all, but at present can boast to contain within its borders not merely all those that Europe owns, but many of the deer species imported from India and elsewhere, and likewise several kinds of birds, such as the beautiful Californian quail, while the trout fishing is admittedly unsurpassed in any country in the world. Australia, in which almost every native animal is marsupial, has now, like New Zealand, received all that the civilization of older countries has to give in the way of plants and animals, and indeed has in many cases had good reason to wish that some of the new immigrants had been content to stay in their own country, such as the wild rose of our hedges and the thistle, both of which have flourished and spread with a luxuriance unknown in less favourable climates.

It is not known generally that Australia can boast, among other non-indigenous animals, the buffalo, which is now found in enormous numbers in the north coast, especially in the York peninsula. Hunters are making a good living by killing these animals for the sake of their hide and their horns, and it is safe to affirm that hunters are now getting better prices than ever, for hides have more than doubled in value since the beginning of the War. Many even of the Australians are ignorant of the existence of these magnificent animals upon their continent, but they have been tamed in the neighbourhood of Port Darwin and are used as beasts of burden. The buffalo was introduced to Australia by the soldiers who once formed the British garrison at Port Essington, on the north coast. This was abandoned in 1849, and the soldiers were removed to Sydney. But they left behind them the buffalo, which had been procured from Timor. The buffaloes have now spread all over the north coast and have even been seen in Queensland. They are of

the same kind as those which are so much prized in Italy for their great strength, where they draw, as travellers will recollect, huge waggons laden with stones or wood, and yield milk and the cheese so much valued in Naples, the muzzarello, while their hides afford the toughest of all leathers. The early home of the buffalo seems to have been in Arachosia, in Afghanistan, near the modern Cabul; at least Aristotle, in his history of animals, knows them as natives of that locality, whence they must have spread over all Asia. We are in possession of the date of their first arrival in Italy, from which country we have received so many of our flora and fauna: we are expressly told by the great Lombard historian, Paulus Diaconus, that the buffalo appeared in Italy about 600 A.D. under the reign of the Lombard King Agilulf, and we may be grateful to the monk for imparting to us a scrap of such information in the place of the doings of kings and of theological controversies with which monkish chronicles are too often occupied. It has been conjectured that the buffaloes were probably a gift to the Lombard king from the Avars, a nation of Turkish origin, who were settled on the Danube and were on terms of intimacy with the Lombard court.

Australia has paid part of its debt to the countries which have enriched its civilization by transferring some of its flora to them: notably the numerous species of eucalyptus, known as red gum, blue gum, stringy bark, &c., many of which produce valuable timber, and each has special qualities adapting it for special uses. The gum tree has taken firm possession of Italy, and its beneficent influence is especially evident at the Tre Fontane, the Trappist monastery about six miles from Rome, where malaria used to be so prevalent that it was a constant terror to the monks. These have now planted a regular forest of eucalyptus trees near their monastery, and the consequence is the complete absence of malaria. One monk told the writer that his special charge was to master all that could be known on the cultivation of the eucalyptus; he knew accurately the special virtues of each kind, and had introduced as many species as possible into his eucalyptus plantation. The old idea was that the gum tree got rid of malaria by its odour: it is now known that it really benefits us by the fact that its stout tap roots drain the marshy soil, rendering it no longer a haunt of the mosquito (*Anopheles*), which has been proved to be the conveyor of malaria. The Trappist monks extract from the eucalyptus a very palatable liqueur, and the oil made from the tree is now universally used as a remedy for influenza. Probably Italy more than any other European country has cause for gratitude to foreign nations for their contributions to her civilization, and owing to her climate she has been enabled to acclimatize flora from cold and warm regions with equal success. The picture of Italy as it meets the eye of the traveller to-day is very different from that which met the eyes of those tribes who some two thousand years ago settled on its shores. Its present aspect (and, of course, the same holds good of our own island) is the result of centuries of unremitting toil and skill employed in the reclamation of forests and swamps, planting, sowing, and acclimatization. The saying "God made the country and man made the town" is only true in the sense that God made the soil and gave man the sense and the means to transform it. Italy has been for many centuries, so to speak, the clearing house of the chief flora and fauna of the world, receiving them, acclimatizing them, and distributing them to other countries. She was especially enabled to act in this way owing to her geographical position, possessing, as she does, windows looking out on the Occident and Orient alike. Other aiding causes have been the repeated incursions at different epochs of tribes from the north, the commerce from Tyre, the early Greek settlements on her coast, and the vicinity of Africa, which lies over against her shores. The widespread Roman Empire facilitated the import of the products of Eastern civilization and ended by rendering them indispensable. Then came the sway of the Byzantines and the Arabians, the Crusades and the commerce between the Italian coastal towns and the Levant,

and, after the discovery of America, the close political union with Spain. Such historical and geographical factors have made Italy of supreme importance as a recipient and as a main distributor of many products essential to our civilization. It is not a little significant of the way in which foreign plants have made themselves a part and parcel of Italian scenery that Goethe refers to the orange trees, the myrtle, and the laurel as the three trees which made the glory of Italy. All alike are immigrants, the orange probably from Persia, the myrtle from Asia Minor, and the laurel from Thessaly. Both of the latter trees owe their introduction into Europe to the sanctity with which they were invested as the favourites of Aphrodite and Apollo respectively. They were planted round the temples of the deities who loved them. The myrtle and the laurel alike are prominent in classic lore and are bound up with numerous legends. Pelops, the son of Tantalus, made a statue to Aphrodite out of a living myrtle tree, to ensure the aid of the goddess to his suit for the hand of Hippodamia. So, again, when the three ancient towns—Sida, Etis, and Aphrodisias—united in founding a new town, Boae, a hare (an animal connected with the worship of Aphrodite) showed them the appropriate spot and then was metamorphosed into a myrtle bush; this bush was consecrated and regarded as a divinity, and Pausanias saw it standing under the name of Artemis Soteira. The constant mention of the conversion of human beings into trees, many of which became objects of worship, seems to be a relic of the primitive age in which trees were actually worshipped, as indeed they are to the present day by some of the hill tribes of India.

(To be continued.)

A CANVAS SCHOOL AT DOTHEBOYS. MR. SQUEERS UP TO DATE.

By SYDNEY WALTON.

ON this stretch of heather, a stone's throw from Dotheboys—and Squeers was a pioneer of open-air schools—we are spending the first days of summer. The breezes which come across the heather are blowing the dust of cities from our souls.

Wordsworth, the singing priest of Nature, lived just beyond the hills; and somehow or other the winds bring snatches of his song. Can it be that his pages seem strange to us city-born when we read them by gaslight, and now are clear and wonderful on this lonely heath? Perhaps Nature is acting the priest to him. I have never learned from harsh chalk-dusty blackboards what I am learning now from the pages of earth's green book, and the souls of all of us are smoothing out with health and mystery—"a long cramped scroll freshening and fluttering in the wind."

That is a rare night, never to be forgotten, when first the stars serve you for candles, and the daybreak and the dew are beholden not as in a glass darkly, but face to face. In bedrooms, says our "Head," men simply become unconscious, and busy care draws phantoms and fantasies in their brains; but with no other curtain than the distant horizon and the closed eyelid, sleep is a draught of Elysian wells. One night a passionate wind came down from the mountain brow and lashed the frail tents in its wrath. The masters among us had to keep vigil with our lanterns, and in more than one tent we found boys sleeping through the storm—that young, careless sleep which

the thunders cannot break.

"The sleep amid the lonely hills." The grandeur of that experience is ours at every fall of night, and sometimes at noon. This is the stretch of mountain landscape which a painter peopled with angels, and dubbed "The Plains of Heaven." I prefer boys to cherubs; but it is easy to dream at sundown that those stray fleeces of white cloud, gold-tinted, are the wings of an aerial company which whisper

peace to men. Perchance these same stirred the waters of Bethesda.

I must tell you how it all came about that we are up here, beyond Barnard Castle and its hoary walls; up where the heather will spread a purple mantle at our feet and drench it with incense. Our "Head" is a son of the hills, and, though now he teaches in a city school, the poetry of his cradle is still part of him. The honeysuckle calls him—the honeysuckle about these white cottages which mark the feudal lordship of the Barnards, and stretch in a white string from Caldron Snout to Stockton-on-the-Tees. "A sunset touch, a fancy from a flower-bell," and this exile in the market-places of cities fills with longing for the native hills, fair with flower in midsummer and beautiful with snow and moonbeam in December. So he called us together one night, and poured out his heart. "These lads of mine," he went on passionately, "never see the country, the river in its purity, and the trees standing by knee deep in flowers; they never scent the new-mown meadows, and wrestle with the invisible wind as the patriarch wrestled on the bleak moor; and is it not vain to introduce them to literature which they cannot understand within the space of four walls? Great poetry is read and written under the open sky." And much more to the effect of a blurred birthright, and industrial ugliness to gaze upon instead of the architecture of God. Finally, he proposed a canvas pilgrim-school—this Borrow of a schoolmaster—and asked our assent. We cried a glad "Yes!" and next morning a gale of excitement swept the school when the whisper went round.

There were details to arrange. For one thing, red tape is as strong as a serpent's coil, and it took days before the Local Authorities—if ever a spelling were a picture those two words with capital letters present the stubborn front of a pyramid—could be convinced that real learning sometimes dwells in unlikely places, gracing a bit of tattered canvas or a hut of straw. But indeed that is the battle of the ages to convince men that truth may enter in at lowly doors, a casual wayfarer, and that it is not always found in the synagogues. Dr. Rouse is pleading for school colonies, for garden cities of childhood, and so, too, in a memorable book an American educationist is pleading, and all the gipsy blood in your veins pulses in response. And Matthew Arnold, H.M. Inspector of Schools, did not he sing of that scholar truant of whom "the grave Glensvil did the tale inscribe"?

After the twenty-fifth letter and a series of importunate interviews we prevailed upon Pharaoh and made ready for the wilderness. "I would have no school indoors from April to October," said our "chief," as we sometimes call him, to the astonished committee. "I would get out into the country and let the boys glean the lore of nature and dream old battles back again, and a vanished history, in the fields of their island-home. In the winter they can come back to their books and with them they will bring a thousand torches." And amid a stately rubbing of eyes our Art Master spoke up and told of fishermen he met yester-year who had no trace of bookishness but were learned in the mysteries of land and sea, and truly cultured therefore. The restoration of wonder, that was the key-note of this scholastic heresy, and I could not but remember the late Mr. Watts-Dunton's famous essay in which he shows that what the Elizabethans had and the eighteenth century rhymers had not was simply large wonder-eyes which looked out upon the sky as if it were symbolic tapestry and upon man no less. "Wander School" and "Wonder School"—such shall we call these flimsy tents on the fringe of Westmorland where "there's a wind on the heath, brother, and life is sweet."

We got into touch with local farmers, and they have welcomed us with their best true rustic hospitality—silent, but deep. Dickens is a favourite in our city school, and we do his *Christmas Carol* every December: and this nearness to Dotheboys, a sombre old farmstead from which at night one seems to hear a ghostly sobbing still, makes us feel that the spirit of Dickens is in our midst. We followed as nearly as we could the path of Squeers and Nickleby, from the old inn

at Barnard Castle up the steep white ladder of road to these glorious hills. And the villagers tell us that the old pedagogue was not so bad as he was painted; and, indeed, I met an old lady whose mother, she said, would have nought to do with Dickens after that disgraceful travesty. One of those pale-cheeked city lads rioting about me at this moment, to whom the rose of health is coming back, told me he himself would have forgiven Squeers in gladness for being brought here; and, truly, this sweet mountain air, which turns everything to music, would have softened to melody the shrill tongue of Mrs. Squeers even in moods most violent.

The brimstone and treacle we have not forgotten from our chest of homely medicines, and sometimes a dose of brimstone and treacle is put in among the precepts, and we have the scene of the Dotheboys all over again, save that Mrs. Squeers is not there in her nightcap. Our curriculum is life and play, and bivouacking when the sun goes down. There is a stretch of hill and dale; here beautiful caprice of cloud and sun, with rivers in their faint first beginnings, and all the geological warp and woof of which these hills are built—that's for Nature study, for geography if you will; and heaps better it is, and livelier and healthier, than reciting the capes of Britain. And in history this Westmorland is rich enough. We have begun to interrogate names of places, and that final "by" in Kirkby and a dozen others which brings us upon an ambush of Danes. For literature we are wandering to the Lake District; and for imagination, which is the blue bird of literature, its wing is over us all the while. The great glad earth itself is our Wonder School.

THE CHOICE OF MUSIC FOR TEACHING PURPOSES.

By PERCY A. WHITEHEAD.

ONE of the chief difficulties which confronts the music teacher at the present time is unquestionably that of finding suitable teaching material for the purpose of carrying on his educational work. In this, as in some other respects, Germany has for many years past undoubtedly had a monopoly, and there has been little fault to find—at any rate, from the point of view of general utility—with the various editions of the Classics which have formed the basis of our music teaching. The excellent quality of the paper and printing, and, what is of no small consideration, the cheapness of many of the editions, undoubtedly helped to create a demand which, in the present condition of things, it is not easy to supply all in a moment. The stocks which were held by many music retailers at the outbreak of the War are rapidly becoming used up, and some works are already unobtainable.

This means, of course, that other works must be sought for until such times as German editions are replaced by native products. Let us hope that these, when they do appear, will have the same virtues of clearness, cheapness, and good style to which we have become accustomed. Meanwhile, some guidance is wanted, especially by music teachers in schools, who of necessity use large quantities of music in their work from term to term.

The "school parcel" system, on which many teachers rely for their supplies, while being very convenient and saving the teacher a lot of trouble, is not without obvious drawbacks; in fact, I have heard many good teachers condemn it altogether. Where requirements are not specifically stated—and often they are not—the parcel appears at the beginning of each term, as a mixed collection of the publications of one firm alone, sometimes including, but not often, a few foreign works, for which the firm is the agent.

To satisfy real educational requirements, no teacher or school should be bound to the publications of any single firm, excellent though their catalogue may be. I am referring more especially to instrumental music; of choral music I shall have more to say on a subsequent occasion. With the "parcel system," there is often the temptation to the

teacher to give to the pupil material which lies most ready to hand, often without regard to its real suitability for overcoming the difficulties—be they mental, muscular, or musical—under which the pupil is at the moment labouring. Some teachers, of course, make their own list, and add to it from time to time, as new pieces and studies make their appearance. I strongly urge every teacher to do this, and if, in addition to the title of the composition and the composer's name, they were to note the *opus* or catalogue number, they would save both themselves and the London collectors much time and trouble.

The free parcel of new publications which some publishers now send out to teachers of standing is of very great help, especially to those whose field of labour is in the provinces, where the stock of the average music shop will be found to consist for the most part of a choice selection of rag-times, waltzes, and ballads. Anything in the educational way, they have to "get for you." I say these parcels have been of very great use in keeping one in touch with new publications; but their circle of distribution is, perhaps, after all, not a very large one, and for the favoured few who receive them there must be thousands who don't, and it is to the latter especially that I wish to be of some use. That invaluable little paper, *The Music Student* (and it is a real music paper, conducted by musicians for musicians, and not the organ of some publishing firm who exploits its own wares to the exclusion of everyone else's), has for some time past published a monthly list—which is graded, by the way—of the best music received. The compilation of this list is in the capable hands of Mr. Ernest Fowles, F.R.A.M.

The Society of British Composers, about the beginning of the War, also issued a small graded list of British pianoforte works, recommended for high-class teaching purposes. This list was no doubt found useful by the society's members, and it is to be hoped that, if a new and enlarged edition is printed, it may be made available for the use of music teachers generally. The idea has often occurred to me that what is really needed is a kind of "clearing house," where one could go and examine the publications of the various firms at one's leisure, without always having "our own edition" pushed down one's throat. Such a "house"—which will obviously be of great benefit to both publishers and teachers—has quite recently sprung into existence. It could not have come at a more opportune moment, and, provided it is conducted on right lines, it should do much to minimize many of the difficulties of selection I have mentioned. It is called "The Anglo-French Music Company," and its Office is 31 York Place, Baker Street, W. To quote from the "Foreword" in Catalogue No. 1:—

The selection of works by British composers is, it is believed, the most complete example of its kind, and, while it cannot pretend to be an exhaustive list, has been made thoroughly representative of all classes of native work. . . . Thanks to special arrangements concluded with the most important French publishing houses, the Anglo-French Music Company is in a position to offer to the attention of British musicians . . . the remarkable editions of the classics published by the firms of Durand, Hamelle, Leduc, Lemoine, &c.

The Anglo-French Music Company have been appointed sole agents in Great Britain for the French Syndicate which is issuing the *Edition Nationale Classique*—an edition which, under the direction of the principal French musicians, will eventually comprise all the productions of the great classical masters.

Teachers who desire to examine any of the works in the Catalogue . . . are invited to visit the Company's premises, where a room is set aside for that purpose, or, if desired, any work will be sent on approval on payment of carriage. . . .

Of the *Edition Nationale Classique* before-mentioned, I shall have something to say in a future issue, but meanwhile I would venture to point out to some of our English publishing houses that the edition will be under the direction of the principal French musicians. The list of names I have seen well warrants the supposition that the work of editing will be well and truly done; so that in this, as in many other directions, we in England must exert ourselves, or the foreigner will, in days to come, still keep the lead in matters musical.

REVIEWS AND MINOR NOTICES.

Germany, 1815-1890. By Sir ADOLPHUS W. WARD, F.B.A., Litt.D., &c. Vol. I: 1815-1852. (12s. Cambridge University Press.)

Very few, if any, Englishmen have so thorough a knowledge of German history during at least the last two hundred and fifty years as Sir Adolphus Ward, and this addition to the Cambridge series of Histories of the countries of modern Europe has therefore an especial claim to our respectful attention. The present volume was, we are told in its preface, written before the War broke out, and, as it was intended to promote a better understanding between Great Britain and Germany, and owes a heavy debt to the works of German historians, readers will not be surprised to find that the steps in the accomplishment of German unity are treated in it "with whole-hearted sympathy," though to those who regard German history in another light it appears under the guise of the triumph of Prussian particularism achieved by blood and iron. This standpoint must be kept in mind, for it has some effect on the author's view, as, for example, with reference to the Schleswig-Holstein question. On a point of some importance connected with this question we venture to think that he has been misled by his German guides, for he condemns the assertion that "in duchies the succession was subject to the Danish *lex regia* of 1665" (page 288). This way of writing of the Duchies confuses the question. Holstein, as a German fief, was a member of the Confederation, and Denmark did not dispute the right of the male line to the Holstein succession. The position of Schleswig, or South Jutland, was altogether different; from remote days it lay outside the Empire and belonged to the Danish kingdom—"Eidera Romani terminus imperii." It was conquered by Holstein, united to it under the Oldenburg dynasty, and in the sixteenth century the succession was confined to the male line. But Denmark regained Schleswig after the war which ended with the Peace of Fredericksborg, 1720, when England and France guaranteed its incorporation with the Danish crown, Prussia having already done so; and the oath of allegiance taken the next year to Frederick IV expressly recognized the right of succession as governed by the *lex regia*. The volume before us extends to the events immediately consequent on the humiliation of Prussia at Olmütz, and is to be followed by another ending with the dismissal of Bismarck; if that is on the same lines the whole work will be much longer and more expensive than at least most of the books in the same series. It deals with a highly complex subject, one that could not be dealt with adequately in a small compass, and its author's talents do not include that of saying much in few words. He has met the complexity of his subject by well devised arrangement, but he has not been equally successful in his choice of what he would tell his readers; for one thing, his book contains too many names of men of whom, doubtless for lack of space, little if anything more is said. This defect in selection, and a certain flatness of style, combine to make it unusually heavy reading for a book of history.

The opening chapter is introductory; it points out the rise of the *dualism*, the double leadership of Austria and Prussia, which, in itself a bar to German unity, was a necessary step in its accomplishment. The theory of Prussia's German "mission," as existing from the earliest days of its political existence, or even from the reign of Frederick II, is disposed of by an able examination of Prussian history before the War of Liberation, as to which we would only remark that in the statecraft of the Great Elector perfidy was not less conspicuous than resolution. After a statement of the defects in the Confederation which took the place of the German Empire, we have an account of the political condition of the principal German States at the time of its establishment. The third chapter deals with the period of reaction which followed the opening of the Federal Diet; the assembly disappointed

the hopes entertained during the war, it had no power to decide any question of importance, each sovereign remained master in his own State. Some, especially in the south and south-west, as the rulers of Württemberg, Bavaria, Baden, and Nassau, granted constitutions providing for territorial estates, in accordance with the plain intention of the Federal Act, though they had no intention of limiting their own power by parliamentary government. The Grand Duke of Saxe-Weimar alone adopted a more liberal course, and obtained, not without difficulty, the guarantee of the Diet for the constitution of his little principality. Others, especially in the north, simply ruled through assemblies of notables without pledging themselves in any way to their subjects; while Austria and Prussia remained strongholds of absolutism, and by their agreement made the authority of the Diet subordinate to themselves, and thus stultified the scheme of the Confederation. Much is told us of the various unsuccessful attempts at reform, especially of that made by University students associated as the *Burschenschaft*, which was crushed by the Vienna decrees. Metternich was supreme, Frederick William III of Prussia followed his lead, and the Tsar encouraged the German sovereigns in their fears of demagoguery. Differences as regards foreign policy, sufficiently indicated here, weakened Metternich's influence at Berlin; and meanwhile a step was taken by Prussian statesmen which proved to be of the first importance in the advance of Germany towards a union exclusive of the Austrian dominions. From 1819 onwards Prussia drew other German States into its customs system, and, chiefly owing to the able and steadfast policy of Eichhorn and Motz, founded and gradually developed the *Zollverein*.

The French Revolution of 1830 caused an increase of liberal activity in Germany, which was met by repressive measures, and constitutional government was reduced to a mere pretence. A full account is given of the repeated disappointment of the hopes of the Liberal Party in Prussia by that incompetent dilettante, Frederick William IV, whose instability, shiftiness, and lack of courage are not to be palliated by his enjoyment of art and literature, his love of meddling in religious matters, or the esteem of "Queen Victoria's gifted consort and his wise counsellor, Baron Stockmar"—words that carry us back to early Victorian days. The revolution of 1848 came upon the absolute rulers of Germany like the fall of an avalanche, though, as is pointed out, it was preceded there, as in Europe generally, by a presentiment that political changes were impending; in Bavaria, indeed, where the Government had been shaken by the scandals of the Lola Montes episode, there was much agitation, and the King resigned as soon as the news of the Paris revolution was received. Metternich fled for his life from Vienna, and his example was twice followed by the Emperor. Austria struggled desperately with the revolution in the non-German nationalities subject to her, and crushed it in Lombardy, in her Slav provinces, and with the help of Russia in Hungary. Military force also crushed it in the capital. Something, however, was gained by the movement, for the peasants were freed from their former subjection to the landowners, and equal civic rights were secured to all classes in the monarchy. In Berlin the causes of the revolutionary outbreak, to which, after an exhibition of hesitation and feebleness, the King yielded everything, are not distinct, and it is interesting to find that our author thinks that it may partly have been due to the insolence and tyranny of the military, the Guards especially being regarded by the civilian population "as types of an odiously arrogant caste." After a short final struggle with the Chambers, the King was persuaded to give way, and in 1850 Prussia, "in name at least, definitely became a constitutional state." With the struggle for constitutional government, the movement in favour of German unity under the hegemony of Prussia was closely connected; it failed, and Schwarzenberg humbled Prussia to the dust at Olmütz. The old system of the Confederation was restored, and the two leading Powers—the Prussian government following the lead of Austria—made unscrupulous use of it against the democratic element which had found its way into the constitutions of some of the smaller States.

A History of Sculpture. By H. N. FOWLER, Ph.D.
(7s. 6d. net. Macmillan.)

This book follows the usual divisions of the subject. It is not so discursive as the older *History of Lübke*; the illustrations (in the text) are all based on photography. Beginning with early Egyptian and West-Asiatic art, it reviews the Antique, passes through Byzantine to medieval work, and so to the Renaissance and sculpture of modern times, which are reckoned from the classical revival of Canova. The Medieval and Renaissance sections are treated under nationalities: Italy, France, Germany, England, Spain, the Netherlands; modern sculpture is traced further, in Scandinavia, Russia, and the United States. A single brief chapter, added for completeness' sake, gives a summary of that voluminous subject, the sculpture of the Far East.

A history of this kind is a study of evolution; it is also a record of achievement, a chronicle of works and workers. Both aims are kept in view in this book; it is part history, part guide-book. As a study of evolution, neither uniform nor precisely continuous, it follows the growth, the disintegration, the modification, the revival of many ideals, religious, æsthetic, national, as art tries to express these. Creative energy appears at some periods to be a diffused force, a social will-power, expressing itself through the common spirit of a multitude of unnamed craftsmen; now local schools flourish their brief life-time; now the dominating influence of one will supplant all the rest; again, the insistent personality of a single genius will compel all the world to follow it, whether for good or for evil. Such lines of development, pushing out here and there, broken, interrupted, crossed and changed; such action and reaction of creative ideas and technical skill constitute history properly so called. They may be found traced in this book, not in any new or markedly original way, but soberly, diligently, and dispassionately; and the immense field of research is carefully surveyed and mapped out for the learner. It is in his pursuit of the second, what we may call the guide-book, aim, that we think the author, in his desire for completeness of survey, has over-weighted himself.

In æsthetic judgment Dr. Fowler follows fairly safe lines and usually accepted generalizations. He is no partisan; we might call him almost coldly impartial; he can find merit in Bernini and the Baroque as "the proper expression of the spirit of the time"; he does not, like some modernists, reject Canova and all his works as insipid pseudo-classicism; he endeavours always to appraise fairly; he is temperate in eulogy, and very sparing of condemnation. Thus the book gains in level equanimity, but forgoes, doubtless by set purpose, that style of criticism which is the expression of personality. It is a careful, dispassionate chronicle of honest, journeyman workmanship. The author has compiled a guide as complete as his limit of space allows; and, considering the immense range of the works of art brought under review and the mass of critical material indicated by the carefully indexed bibliography, it must be pronounced a work of devoted and conscientious labour.

Dr. Fowler says, in his preface, he "has attempted no detailed criticism," and has "included a considerable number of names." There are too many names, often running to mere lists, especially as the author comes to modern times. It is not fair to find fault with a book for not being what it does not profess to be; yet a critic may be allowed to suggest that the really stimulating book for young students would be one which worked on opposite principles, selecting a few acknowledged and representative masterpieces, subjecting them to artistic analysis, showing how and why they are representative, and rigidly excluding all but the greatest names and works—a book which criticized nothing which is not shown by illustration to the eye, and named no sculptor whose work is not held important enough for illustration. In such a book one would welcome the personal element, the point of view, even the prepossession, of an enthusiastic teacher. Even dogmatism, such as Ruskin's, stimulates while it irritates.

As it is, one presumes that the work is meant for such young students, and "general-publicans" as can travel with the book

in hand, or have access to some museum adequately stored with casts, drawings, and photographs. The book has nearly two hundred illustrations in the text, all by photographic process; but they differ greatly as useful accompaniments to the written matter. No indication of relative size is given, and large works appear so reduced that details, often essential to the points made in the text, are lost.

The book, then, is a learned book: a painstaking review of a mass of material too extensive and too manifold to be treated except in a general way. The author has endeavoured to omit nothing which could possibly be brought within the compass of his pages. If he had omitted a great deal, and treated what was left with more detail and personal appreciation, we think he would have produced a more attractive book. Whether it would have been more useful is a point which individual taste and need must settle.

The date of publication is indicated by some melancholy notes. Of Reims we read "nearly all these beautiful works were destroyed in 1914"; of the Netherlands, that "many of the works to be mentioned are certainly no longer in existence."

The many names and dates appear to be printed with great accuracy. In the note to page 212 the date 1531 is evidently wrong.

A Classical Dictionary. Edited by H. B. WALTERS, M.A., F.S.A. (21s. net. Cambridge University Press.)

This dictionary attempts to include in one volume articles on Greek and Roman Antiquities and on all proper names coming under the headings of Geography, Biography, and Mythology which are likely to come before the notice of the ordinary reader. It is intended for students at public schools and the Universities, and is compiled in view of the lack at the present time of any complete, yet handy, Classical Dictionary, and in particular of any up-to-date Dictionary of Antiquities suitable for use in schools. There is a certain inconvenience in the combination of Greek and Latin words in one alphabetical arrangement, particularly when the former are printed in Greek letters and (e.g.) *χορπυία* is found under C; but the system followed is clearly explained, and the reader will probably get used to it without difficulty. The volume has a very useful index of classified headings, it is well printed and not inconvenient to handle, and the illustrations are numerous and clear.

No single writer is competent to criticize the whole of such a work as this, and the present reviewer has ventured only to notice certain general points, and to give his impressions on certain groups of articles which he has read with special care. The lower chronological limit of the work is not stated, but there is no article on Plotinus or on Dio Chrysostom, though many writers later than the last-named are included. A somewhat serious omission is that of the writers so constantly named in commentaries and so meaningless to schoolboys—Hesychius, Photius, Suidas and the rest. A few lines (even a few words) on each of these would just give the young student what he so often wants to make his "notes" intelligible.

The articles on Antiquities, and particularly on Art, are generally very good and as full as could reasonably be expected. Those on Greek Legal Antiquities are also very satisfactory, brief, clear and accurate, though the articles on the Trierarchy and connected subjects evade (perhaps necessarily) the discussion of formidable difficulties. But the philosophic and literary articles are much more meagre and often of a very inferior quality. Thus the account of Demosthenes is very inadequate; the speech "De Falsa Legatione" is not even mentioned in it. (There is some inconsistency in regard to this speech in other articles. Thus in art. *παρρηγορεία* it is stated definitely that the speech was not delivered, and a very doubtful theory of the trial is given dogmatically; while in art. Aeschines it is assumed that the speeches of both orators were actually spoken.)

The most unsatisfactory article which the present reviewer has read is that on Plato. The existence of the Theætetus-group of dialogues is not so much as hinted at, and the

description of the Symposium as "a survey of the educational theories of the day" gives no inkling of the true value and character of the dialogue. Again the account of the "ideas" as "a universe of 'ideal' thoughts or conceptions from which emanates" (italics ours) "the universe of natural things," suggests a quite different theory from that of Plato. The account of the Sophistae is also misleading. "They had no doctrines in common, but agreed in disliking philosophy. Their moral principles were not very high, and their exclusive study of style and method, and persistent practice of oratory and debating, tended to a dangerous disregard of truth." This is far too indiscriminating, and the services rendered by the greater Sophists to human progress are not recognized in the article at all. The article on Parmenides gives a condensed account of his philosophy which is almost unintelligible and certainly misleading.

Several of the articles on the Greek drama contain assertions whose truth is more than doubtful. Thus the art. Dithyrambos states that "a dithyrambic Chorus, personating Satyrs, became a principal feature at the Athenian festival of the Dionysia." Some readers will inevitably infer from this that the performers of the cyclic dithyrambs were dressed as Satyrs. Again, what evidence is there that Thespis invented an "improved form of dithyramb Chorus"? Nothing in any passage about Thespis connects him with dithyramb. The articles on Tragedy and Satyric drama contain all manner of disputable statements. There is no article on Pratinas at all. In art. Comoedia, when speaking of the Middle Comedy, the writer has forgotten the definite statement that a principal theme of this period was the criticism of other authors, and the article does not even mention the persistence of certain stock types in Comedy throughout its history.

Most of the articles on Roman authors which the reviewer has consulted appear to be good so far as they go, though they are very brief as a rule in comparison with the articles on Antiquities, which constitute the most valuable part of the book.

A later edition of the Dictionary will, no doubt, benefit by further revision. It may be found that it is really better to offer two Dictionaries, as Dr. Smith did in his smaller series. If that were done, the information, without being brought up to the scale of large dictionaries, might be made at least as full as ordinary University students require. At present it is not so, at least on the literary side. But the attempt made was worth making and succeeds on the whole, and we have no doubt that the volume has a long future of usefulness before it.

The Rt. Hon. Sir Henry Enfield Roscoe, P.C., D.C.L., F.R.S. A Biographical Sketch by Sir Edward Thorpe, C.B., F.R.S. (7s. 6d. net. Longmans.)

This sketch of Sir Henry Roscoe is based on an obituary notice prepared at the request of the Councils of the Royal and Chemical Societies for publication in their respective *Proceedings* and *Transactions* by his old pupil, his fellow-worker and lifelong friend, Sir Edward Thorpe. It will appeal mainly to chemists and to those who take an active interest in the extension and popularization of Universities and higher technical education. It supplements the autobiographical reminiscences published in 1906, under the title of *Life and Experiences*, and tells us much that the author's modesty prevented him from saying of himself. The photograph that serves as a frontispiece is a telling likeness of the genial, broadminded, shrewd yet honest politician, the trusted confidant and adviser in educational matters of both parties, whose lineaments for the last thirty years have been as familiar to the learned and political world of London as they had been to the narrower circle of Manchester where he had made his mark as a teacher and a pioneer.

Where the material is so abundant it is hard for a reviewer to choose the topics which most deserve comment, but we select that which is likely to provoke the most adverse criticism, and one that, had Roscoe survived to these evil days,

would undoubtedly have exposed him to the charge of being a false prophet and no true friend of England.

It was in 1904 that his old pupils determined to celebrate his jubilee, the fiftieth anniversary of his graduation as a Doctor of Philosophy in the University of Heidelberg; and in acknowledging the address, signed by three hundred of his former students, he wrote: "If I succeeded in forming a School of Chemistry at Owens, it was because, in the first place, I learnt from Bunsen how the foundations of such a school must be laid; secondly, because I fortunately secured the co-operation in the task of good men and true, like Schorlemmer and Dittmar." Still more significant are the articles that he contributed in later years to the *Deutsche Revue*, in which he strove to remove misunderstandings between England and Germany. His latest communication, declined by the *Revue*, but published in *Nord und Sud*, is here reproduced in full. The event has falsified Roscoe's predictions. The *All-Deutschen*, whom Roscoe dismissed as "a somewhat insignificant clique" with no following in the nation, have proved the dominant factor; the old game of war is *not* played out; the great men of science—men of the stamp of Helmholtz—in whom Roscoe confided have utterly failed to persuade Germany to pursue her true ideals—i.e. to take the foremost place in the conquest of the world by those arts of peace in which she has shown her pre-eminence.

The article is out of date. The whole nation has gone mad. Yet we cannot but believe that this madness is temporary, and it behoves those of us who are most convinced that a strait jacket is the only cure for this madness, to lay to heart Roscoe's wise and temperate appeal, and to treat our enemies as men who will one day be our friends when this mad devil has been cast out.

His philosophic calm and gay humour he preserved to the very end. In the last letter quoted (February, 1915) he writes from Woodcote Lodge to his old friend asking him whether he has joined the Navy and taken command of his requisitioned boat, and warning him that he will find all the garden vegetables destroyed so that the Hun may be an hungered, and proposes, like Sir Wilfrid Lawson, to empty his large wine cellar down the drain or into the duck-pond.

To Roscoe's labours as a Royal Commissioner, and the part he played as the promoter and modeller of the new Universities, and in particular as Vice-Chancellor of the University of London from 1896 to 1902, we hope to return, but we may notice in conclusion what is here related of his action during the twenty-three years that, as representative of the Royal Society, he served on the Governing Body of Eton. He lectured himself, and secured the provision of two chemical laboratories and one small physical laboratory, but he failed to overcome what he termed "the enormous inertia of this ancient machine." No one felt more keenly than himself that the results had not been commensurate with all the hard work he put into it, and more than once he considered the advisability of resigning his Fellowship as a protest.

Conscience and Christ. By Canon H. RASHDALL, D.Litt., &c. Being the Haskell Lectures delivered in the Theological Seminary of Oberlin College, Ohio, U.S.A. (5s. net. Duckworth.)

The question which Dr. Rashdall proposes in this series of lectures is: What is the sanction of Christian morality—the authority of conscience or the authority of Christ? Roughly, there are three possible answers. First, that of the present Bishop of Oxford in his book on *The Sermon on the Mount*, that, though conscience approves of the Christian law of conduct, the fact that it is given us by the authority of the Incarnate God is of primary importance; secondly, that of Mr. Bernard Shaw, expressed in his recent preface to *Androcles and the Lion*, that it matters not at all what is the source of the Christian ideal—that, in fact, the characters of fiction have had more influence on human conduct than the characters of history; the third, that of Dr. Rashdall, that, though the authority of Christ matters somewhat and secondarily, that of conscience is primary and supreme.

It will be noticed that none of them ignores the authority

of conscience in the matter. Paley, indeed, ignored it, or did so to all practical purposes; but then all are now agreed that Paley's position is impossible. The ultimate supremacy of conscience in the matter is easily proved. If someone claiming Divine authority orders us to act in a way which conscience does not approve, we are bound to question the source of the authority. If the answer is an appeal to supernatural powers and external marvels, we reply: "But these may be the works of a malign power masquerading as good." If the rejoinder is, "But the motive of them is good," here again is an appeal to conscience, for we can only judge of a person's motive by referring to his moral character in general. This, indeed, is the sort of line that Dr. Rashdall follows.

It is not difficult to discover what first suggested the subject of the lectures. Dr. Rashdall gave evidence before the Royal Commission on Divorce, and when he claimed for the moral consciousness a right to "have a say" in the matter, he was severely cross-examined by a high ecclesiastical authority "who had sat at the feet of Edward Caird," as to whether such a claim was not "dangerous." Of course it is; so are all claims worth making. Perhaps Dr. Rashdall may seem to spend too much time in attacking a hopeless position, but it is a position which is only too common in theological circles, and is assumed, as he remarks, in the majority, if not all, of the orthodox ecclesiastical journals. Having attested the supremacy of conscience in the matter, Dr. Rashdall naturally spends a good deal of time in the effort to show that the ethic of the Gospels is in all respects in accord with the deliverances of our moral consciousness—a consciousness which ultimately he holds to be capable of attaining to objective moral truths.

One cannot help wondering whether, in view of this supremacy of conscience (whose authority, if objective, must be less individual and more collective than Dr. Rashdall's treatment of it would lead us to suppose), this detailed inquiry is worth while. Perhaps here Mr. Shaw may help us. If Jesus was a discoverer of new and revolutionary ideas as to life and its relation to God, what matters is the thing discovered. If we have thoroughly exploited the discovery, the credit and authority of the original discoverer matter no more than Newton's credit and authority matter to the Laws of Gravitation. But if we had lost or perverted Newton's principles, and found that in consequence our calculations in mechanics were going wrong, it would be important to look again into the *Principia* and rediscover Newton's discovery—to find out what he really did say or mean, not because he was bound to be right, but with a view to giving his theories a real test.

If there is a difference between the case of Newton and of Christ it is this: that Christ's discovery was made by means of dynamic experiments carried out in his own person, Newton's by means of dynamic processes tested through impersonal agents. As Gore puts it, the Christian Law has all the limitations of Law—it only convicts man of Sin. But the Christian power is something personal, and thus the personality, if not the authority, of the discoverer matters a great deal. But the "Grace" which comes of Christ is not something apart from the message; it is simply the power and appeal of a message embodied in life and action. And that is how the *élan vital* is always conveyed, whether through the pen of a Dickens or the Cross of a Redeemer.

Short History of the English People. By JOHN RICHARD GREEN. Revised and Enlarged, with Epilogue, by ALICE STOPFORD GREEN. (5s. net. Macmillan.)

A *Short History of the English People* was first published in 1874. As all serious students of history know, it marks an epoch in the study and appreciation of the subject. It is the people, the nation, who are really important. The impulses of national feeling, the growth, development, social conditions, industry, commerce of a nation are the real subjects, the *raison d'être* of history; the doings of kings

and statesmen are of minor importance. "A State is accidental," said Green, "it is no real thing to me. But a nation is very real to me. That you can neither make nor destroy." Those who know the part the Congress of Vienna is playing to-day in the Great World Conflagration can best realize that the base, aim, and scope of history have changed and will change; the end is not yet.

It was a last charge of a dying historian to his wife that she should rewrite this history and correct certain details; fuller knowledge and deeper research had shown such correction to be necessary. Mrs. Green has added an Epilogue of 150 pages, dealing with the period 1815–1914; she is to be congratulated on the thoroughness with which she has done this admirable piece of work, the sense of proportion she has preserved, the power to evoke and maintain interest, to marshal and summarize great forces—such as trade unionism, the co-operative movement, the emancipation of women—which are transforming the England of 1815. One of these brilliant summaries occurs on the first page of the Epilogue: "In that hundred years every order and class in the State has been profoundly changed, and with these the State itself transformed in the theory of government, the source of power, and the exercise of authority." Indeed, the marvel is that the expression "British Constitution" can still connote what has varied so profoundly at different periods of our history.

The Epilogue is divided into two sections, the first dealing with the Social Revolution, the second with Foreign and Colonial Policy. The key-note of the first is the onward sweep of democracy, its determination to share in the government of the country, the titanic struggle waged by the Have-nots and the Haves. In 1815 there was not a single Act on the Statute-book to protect labour in its bargain with capital; the Six Acts made it penal to attempt such bargain. Justice was administered, as indeed it still is, to a large extent, in the interests of a narrow caste or oligarchy, who considered that they alone had a stake in the country, and who had in truth made England great. One hardly knows, in the struggle, whether more to admire the tenacity of the ruling caste or the determination of Demos; their interplay makes a great epic. Reform in Britain is slow; Mrs. Green holds that it usually takes seventy years for an agitation for any reform to achieve the end. In the case of the "climbing children" it required a hundred and fifteen. In her summary of the humble beginnings of a system of national education, allusion is made to that magnificent dole of £20,000 to educate a nation, and Place's observation is quoted, "Men in power dread the consequences of teaching the people more than they dread the effect of their ignorance." In the middle of the century England permitted children of twelve to work sixty-nine hours weekly, when an adult negro worked only forty-five. The impassioned apostle of State for the weak, Lord Shaftesbury, inveighed against this hideous blot on our civilization, and against the tyranny of the Lords who blocked equitable legislation: "The Peers," said he, "act as breakwaters, and think as such."

Mrs. Green comments on the general perplexity that exists as to the true road of constructive reform. The working classes lack thinkers. "Their political activity has so far outstripped their zeal for education." By accepting the system of the middle-class, their intelligent youth has been drawn into a middle world of salaried teachers and clerks, whose services and leadership are thus lost to the workers. A word of caution concludes the first section—a call to union and unity of action: "At no time in the history of England were the issues of constitutional changes so momentous, or the claims so great on the wisdom and mutual allegiance of the English people. The defection of any class may ensure failure." After dwelling on the noteworthy loss of power sustained by the House of Commons of recent years, a loss by which the Cabinet has profited unduly, and which synchronizes with very little reverence for tradition, we are reminded of the dangers which beset free peoples, dangers foreseen by President Lincoln: "It has long been a grave question whether any government not too strong for the liberties of

the people can be strong enough to maintain its existence in great emergencies."

In the second section, Mrs. Green has probably accepted her "reference" from the important Conference of the Historical Association held in London University last January. Colonial representatives complained that our history books conclude with Waterloo; that no shadow of an idea of the meaning of Empire ever falls on the reader's brain through perusing our histories. Our author contrasts for us the immense varieties of constitutional government affected by Canada, Australia, New Zealand, South Africa. Each has its own peculiarities, and is resolved to work out its destiny in its own way. The story is necessarily brief; but the main lines are there, as well as India's special difficulties; it leaves on the mind the impression of something great, tremendous—of large variety and infinite possibilities.

On the German mind the impression left by this vast Empire, five times greater than Europe, has been one of indiscipline, disorder, ignorance, and amorphousness; no conscript army exists to defend it; no fiscal agreement binds the parts together; no central control can call colonies, dominions, and dependencies into line. Our Empire has been "a standing outrage to the Prussian sense of organization." At the moment it is in the crucible, and we know not what will emerge finally. We are reminded, by two quotations (from letters) which close the Epilogue, that J. R. Green held the same faith with regard to Liberty. We have found Liberty good for ourselves; good for our great Empire. We are now facing a power that challenges us and those other nations that have built high hopes on France and Britain; and the challenge is: "Is liberty good for all?"

Selected Poems of Thomas Hardy. (2s. 6d. net. Macmillan.)

Whether Matthew Arnold will live in memory as a poet or a writer of prose is still a disputed point among critics. In the case of Thomas Hardy no such question is likely to arise. Before his latest and greatest work, *The Dynasts*, few even of the reading public were aware that he wrote verse at all. The length of that epic drama has confined his audience to the "fit, though few." Yet we welcome this latest volume of the "Golden Treasury Series," which will make the poet known to numbers who were familiar with Thomas Hardy only as the Wessex novelist, the author of *Under the Greenwood Tree*, *Far from the Madding Crowd*, and the unforgettable *Tess of the D'Urbervilles*.

Poetry was not with Mr. Hardy a second nature. He did not, like Pope (and Ovid before him), "lisp in numbers," but, as he tells us himself, he "practised writing in verse from 1860 to 1868," while still an architect serving under Sir A. Blomfield—a practice that he "resumed later." At the same period he "read Latin and Greek with a fellow-pupil," but the impression left on him by this study was faint and is hardly perceptible. We might safely guess that he had studied Shelley and Swinburne even without the tribute he pays to these poets of the last century; but of the poetry of Greece and Rome there is hardly an echo. The one note in the volume refers us to Hor. Epis. i, 12, but without it we should fail to recognize Horace in

Why the All-mover,
Why the All-prover,

Ever urges on and measures out the droning tune of things.

Of poets ancient and modern the one to whom he shows the closest affinity is undoubtedly Lucretius; but there is no verse that recalls the "rise and long roll of the hexameter"—the golden work that wooed the passionless bride, divine Tranquillity." His ghostly world is still the world of the *Odyssey*, the *ἀμεινὰ κάρηνα*, whose voice is shrill and weak as that of bats. None, either dead or living, bids us "faintly trust the larger hope."

Yet, as in the Wessex romances, despair itself is mild, and now in a vignette, now in an epithet, we have glimpses of pastoral life and woodland ways that made the early romances a household word. The narrative poems are nearly all of them tragic: of love frustrate or deceived; of infinite passion, and

a heart that yearns for the impossible. But the poet himself never rails or utters one complaint; the earth as he sees it is very good, and he is content to look around him and view the pageant as it passes. The world is a comedy to those who think. We would gladly have quoted one of the longer poems—for instance, *The Souls of the Slain*—but must content ourselves with a shorter specimen, *The Division*:

Rain on the windows, creaking doors,
With blasts that besom the green;
And I am here, and you are there,
And a hundred miles between!

O were it but the weather, Dear,
O were it but the miles,
That summed up all our severance,
There might be room for smiles!

But that thwart thing betwixt us twain,
Which nothing cleaves or clears,
Is more than distance, Dear, or rain,
And longer than the years!

The Fourfold Gospel: The Law of the New Kingdom.

By E. A. ABBOTT. (12s. 6d. net. Cambridge University Press.)

This volume forms Section IV of Part X of Dr. Abbott's great work, *Diatessarica*. It displays the same width of learning, minuteness of scholarship and imaginative historical sympathy, which we have grown accustomed to look for in his writings. Detailed criticism of a book which is essentially one for the scholar and expert must be left to the theological reviews. All we can do here is to indicate in outline the main positions of the author. Two subjects are discussed, Christ's teaching by parables and His object in using this method of teaching; and the precept, "let him deny himself and take up his cross." "There are few synoptic traditions," says Dr. Abbott, "that are more obscure as to their meaning and origin than these two." St. Mark's Gospel is taken as the starting-point of the discussion, not only because it is the basis of St. Matthew and St. Luke, but also because it has been less altered by early editors, and so lies nearest to the original thought. St. John's Gospel is throughout used by Dr. Abbott as explaining St. Mark. He is concerned to maintain the thesis that St. John frequently intervenes to interpret and supplement the Marcan tradition, and to place it in its right order. It is true that St. John nowhere mentions the word "parable," using instead the word "proverb," and also never mentions the word "cross"; but he constantly refers to the religious significance of the term, and thus helps us to understand St. Mark's teaching. Dr. Abbott argues that the Fourth Gospel regards all Christ's teaching to have been of the nature of parables and dark sayings, until the Spirit was given to the disciples after the Resurrection. "According to this view, Mark's tradition needed to be placed later . . . Mark's tradition is based on fact. But he has placed it before its time. The fact became fact after the Lord had risen from the dead."

The meaning of the command to take up the cross or yoke is really this—do service to the Son of Man and to all men. It is not a call to asceticism or death, but to a service of love. Now it is St. John who records the incident of the washing of the feet, and frequently in the Johannine writings Christians are reminded that they "owe it as a debt" to love one another, to lay down their lives for their brethren, and to bear the infirmities of the weak. "Are we not thus brought round by these stages of tradition from the Johannine precept, 'wash one another's feet,' to the Synoptic precept, 'take up the cross'?"

The substantial results which have been achieved in the matter of the Synoptic problem by years of patient study provide good grounds for hope that further assured conclusions will be reached, and that in particular the problem of the Fourth Gospel and its relation to the other three may be solved. Many will doubtless think that some of Dr. Abbott's suggestions are far-fetched and savour too much of subjective criticism, but none can deny that he has

made in *Diatessarica* a real contribution to New Testament scholarship. In particular has he taught us that the writings of the Evangelists can never be understood aright unless we set them against the background of contemporary thought and belief out of which they arose.

SCRIPTURE.

The Books of Chronicles. With Maps, Notes, and Introduction. By W. A. L. ELSMLIE, M.A. (4s. 6d. net. Cambridge University Press.)

The latest addition to the Cambridge series of commentaries on the R.V. deserves a cordial welcome. It is a scholarly and well written commentary on the *Books of Chronicles*. Mr. Elmslie has succeeded in a by no means easy task. It is somewhat difficult to make such a book as the *Chronicles* live and glow with interest; but Mr. Elmslie has achieved no less than this. An interesting section in the Introduction discusses the characteristics of Ancient Historical Writings, and the editor points out that *Chronicles* belongs to the didactic type, i.e. its author uses history in the interests of a religious theory. Mr. Elmslie shows that, though the chronicler's work is of no great value (though it possesses some value) for the period with which it professes to deal, its indirect value for the time in which its author lived (i.e. 300-250 B.C.) is very great. In this way it sheds abundant light on the growth of the religious institutions, the Temple worship, the development of popular religious instruction, &c. of the chronicler's own time. Another interesting point brought out by Mr. Elmslie is that the chronicler's work is probably dominated by a polemical aim: it seems to have been largely directed, as a vindication of the supremacy of Jerusalem and its worship, against the Samaritans. There is a good section in the introduction on the religious value of the book, and there are four excellent maps. We cordially commend the volume.

CLASSICS.

The Greek House. By BERTHA C. RIDER. With 53 Illustrations. (10s. 6d. Cambridge University Press.)

The content of this book is wider than the title implies. Based on a theory that one general type of house prevailed from the earliest Neolithic to the Hellenistic age, it studies the evidence between those remote periods. Much space is devoted to the Minoan and Mycenaean palaces. As an archæological monograph on the early house, it has a value apart from the theory which it endeavours to prove. Only the last two chapters deal with the houses of historic Greece. Here the interest of the chapter on the fifth- and fourth-century house lies in the rejection of the double court, the familiar arrangement of Becker and the *Classical Dictionary*, and the substitution of a single-court house giving access to both *andronitis* and *gunaikonitis*. The type of house revealed by the excavations at Priene and Delos (third and second century) is shown to support this view. A similar scheme is propounded for the Homeric house, and shown to fit archæological and textual evidence better than the double-court reconstruction familiar in ordinary textbooks.

ENGLISH.

Shakespeare's Industry. By Mrs. C. C. STOPES. (7s. 6d. Bell.)

This is a monumental work, showing great erudition, scholarship, and research. Teachers especially will find it a mine of wealth, and no student of Shakespeare and contemporary life can afford to neglect the book. Mrs. Stopes disclaims any intention of dealing with what she calls the "higher textual criticism," and in what is half an apology—surely quite unnecessary to any one who knows the patient care with which this lady has studied Shakespeare—she says, "I called for Shakespeare before I was able to pronounce his name." Although no defence of the book is needed, as it abundantly justifies its existence even in War-time, we take it Mrs. Stopes is fully conscious that many of her comparisons and elaborately built-up arguments have very little that may be called evidence in support of them, and many of her ingenious theories with regard to the dates upon which different plays—as, for instance, *A Midsummer Night's Dream*—were written, and the occasion, will be hotly contested by the school of pedants to whom such points are of supreme importance. Probably the most interesting chapter in the book to all readers except the Shakespearean scholar will be the one entitled, "Is Lady Macbeth really a Fiend-like Queen?" Mrs. Stopes's view of her as a "sunny little woman—bright, dainty, graceful, tender," has the merit of originality, for scarcely one of the great actresses who have essayed this creation has abandoned the traditional conception of a tall, dark, queenly, tragic being. Yet, though we are not able to accept Mrs. Stopes's view in its entirety, there are "points" in her plea, as the lawyers say, which "give one to think." On the whole we think, however, it is not

easy to accept her psychology. If we are to allow her standpoint, Lady Macbeth's share in the crime was due to the intense and passionate love she bore Macbeth, and her part in the tragedy would assign her from this standpoint that of the accomplice; whereas surely it is impossible to escape from the conclusion that Shakespeare designed to draw her as the stronger character, more driven by one overmastering impulse than Macbeth, and we feel this, too, is truer to human nature as we know it.

MATHEMATICS.

Improved Four-figure Logarithm Tables. By GEORGE McLAREN. (1s. 6d. net. Cambridge University Press.)

The author claims for his tables that they are simpler to manipulate and ensure, moreover, a closer approximation to accuracy than those in ordinary use. Obviously there is a gain in finding three out of the four digits of a given number on the left of the page in a four-figure table, since this arrangement makes it possible to do away with the "difference" columns; and this advantage in Mr. McLaren's form of tabulation is but slightly neutralized by the additional number of pages that the computer may have to turn over. The principal disadvantage in the new system arises from the fact that, unless and until it is generally adopted, a student accustomed to employ it would be seriously hampered if confronted in the examination room with the ordinary tables as his sole means of reference. A close comparison of the author's results with those of other lists of logarithms must be made before the claims to a higher degree of accuracy can be confirmed or refuted, but from random tests it appears that the *mantissae* given are reliable.

Elements of Algebra. Part I. By G. ST. L. CARSON, M.A., M.Sc., and DAVID EUGENE SMITH, Ph.D., LL.D. (3s. Ginn.)

This small volume, bearing the cachet of names so well known in the educational world, will commend itself to the notice of many. It is, moreover, a useful course in the subject, and aims at counteracting the tendency to "lowering of scholarship and an unhappy want of system" which has been a natural result of the reform movement, valuable as that has unquestionably proved itself. The authors have made a salutary experiment, seeking to combine the good in both the older and the newer methods of mathematical teaching, and it may well be anticipated that the new publication will supply a real need. The idea of building up a structure of algebraic knowledge on an arithmetical basis is by no means a novelty, but the prominence given to the formula in contradistinction to the equation is a characteristic feature.

Examples and Test Papers in Algebra. By W. J. WALKER, M.A. (With Answers, 1s. 6d.; without Answers, 1s. 3d. Parts II and III. Mills & Boon.)

A continuation of a series of similar exercises and test papers compiled to suit still younger pupils than those for whom the volume before us is intended. The range covered in the present little book includes those portions of a school course in algebra which follow the study of quadratic equations in one unknown, and are limited by the binomial and exponential theorems. The compilation places in the hands of teachers a quantity of material valuable for class purposes.

Hydrodynamics. Fourth Edition. By HORACE LAMB, M.A., Sc.D., F.R.S. (24s. net. Cambridge University Press.)

In the fourth edition of this standard work no change has been made as regards the general plan and arrangement, but occasional passages have been rewritten, and various interpolations and additions have been made, more especially in those parts dealing with physical applications.

Mathematics, from the Points of View of the Mathematician and of the Physicist. By E. W. HOBSON, Sc.D., LL.D., F.R.S. (1s. Cambridge University Press.)

An address delivered to the Mathematical and Physical Society of University College, London, giving a brief account of some of the causes which during the last century have brought about the separation of mathematics and physics. Essentially a claim based on historical grounds for the study of pure mathematics, not only for pure mathematics' sake, but also because of possible applications at present quite unforeseen.

Quartic Surfaces with Singular Points. By C. M. JESSOP, M.A. (12s. net. Cambridge University Press.)

In this work the author has rendered a valuable service to further research in this special branch of mathematics by co-ordinating the results at present known concerning quartic surfaces possessing nodes or nodal curves. Ruled quartic surfaces have been omitted in this account, and for Kummer's Quartic Surface and its special forms the reader is referred to the classic memoir of the late R. W. H. I. Hudson.

Biometrika. May, 1916. (10s. Cambridge University Press.)

Multiple Contingency with special reference to Partial Contingency (Karl Pearson)—Criteria for existence of Differential Death

Rates (Pearson and Tocher)—Probable Errors in Multiple Skew Regression (L. Isserlis)—Correlation of Cancer and Diabetes Death Rates (C. A. Claremont)—Homotoposis (J. A. Harris)—Probable Error of a Coefficient of Contingency (Young and Pearson)—"Goodness of Fit" in Statistics and Physics (Karl Pearson)—Novel Properties of Partial and Multiple Correlation (Karl Pearson)—"Best" Values of the Constants in Frequency Distributions (Kerstine Smith).

Alternating Currents in Theory and Practice. By W. H. N. JAMES. (10s. 6d. net. Cambridge University Press.)

This book has been written particularly for students, and with their limitations and requirements in view, the fundamental principles of the alternating current circuit are fully described before passing on to a consideration of the several types of machines and other appliances in which such circuits are employed. The calculus has not been used in the body of the book, but the author, in a laudable attempt to stimulate interest in this branch of mathematics, has used it in various foot-notes to illustrate the simplicity with which many problems can be thus attacked. The author, after dealing theoretically with inductance, resistance, capacity, power, and multiphase currents, passes on to describe the chief instruments concerned. Alternators, transformers, induction, motors, converting plant, switch gear, and the methods of high tension transmission are in turn brought under review. The book is admirably written, and is illustrated in the clearest possible way with 236 excellent figures.

ARITHMETIC.

- (1) *Workshop Arithmetic.* By FRANK CASTLE, M.I.M.E. (1s. 6d. Macmillan and Allied Houses.) (2) *Arithmetic and Accounts.* By S. CARTER, B.Com., B.Sc., and H. GARRATT, B.Sc. (1s. 6d. Macdonald & Evans.) (3) *Arithmetic.* Part I. By F. W. DOBBS, M.A., and H. K. MARSDEN, M.A. (3s. G. Bell.) (4) *A First Book of Arithmetic.* By S. LISTER, B.Sc. (1s. 6d. Macmillan and Allied Houses.)

(1) Mr. Castle's little work has been written specially for students training as engineers or as members of one or other of the building trades. The pages contain a small proportion of text for the guidance of the reader, but consist principally of a large collection of carefully selected and classified exercises, those suitable for students of a particular type being indicated by a distinctive letter. Clearly executed diagrams add to the value of the volume.

(2) *Arithmetic and Accounts* is another publication dealing with arithmetic in its practical aspect and enabling its readers to acquire much useful information in the subjects treated. With regard to the teaching of contracted methods in connexion with decimals, many will prefer to use the principle of reducing all operating decimals to their standard form in the first instance. The authors are to be congratulated on the interesting manner in which business and banking transactions are described.

(3) *Arithmetic, Part I*, by men engaged in the work of one of our principal public schools, seeks to make what is often looked on as a dry branch of study "useful, simple, and interesting." It is left to the teacher to furnish most of the necessary explanations, and we receive from the writers a valuable volume filled with exercises varied in character, and adapted for oral and written solution by the pupil. A large number of revision papers, the questions of which deal (a) with some particular portion of the subject, (b) with recapitulatory exercises and miscellaneous problems, correspond to the "extra works" of Eton.

(4) *A First Book of Arithmetic*, by S. Lister, B.Sc., is another of the many useful school textbooks issued by Messrs. Macmillan. An excellent special feature of this small volume will be found in the examples which lend themselves to the provision of subjects for discussion by the teacher with his class.

MUSIC.

Very First Violin Lessons. By JASPER GRAHAM. (J. Williams.)

A very useful book for beginners. The little tunes are at times rather over-burdened with accompaniment.

Forty-five Exercises (Spohr). (J. Williams.)

A reissue of some of the exercises from the well-known Violin School. Hans Wessely is responsible for the editing.

Norwegian Fantasia. For Violin, Solo, and Orchestra (or Piano). By ADAM CARSE. (J. Williams.)

An interesting work, based on three Norwegian folk melodies. Mr. Carse has given the solo instrument plenty to do. In the hands of an experienced player it should prove most effective.

Country Life. A Set of Easy Dances for the Pianoforte.

By ERNEST NEWTON (J. Williams.)

Mr. Newton always keeps educational requirements well in view when writing for children. A very effective pictorial cover adds to the attractiveness of this little volume.

Two Album Leaves. For the Pianoforte. By ALEC ROWLEY. (J. Williams.)

Two pieces of a conventional type. In the middle section the composer anticipates the return to the tonic key too soon. The result is far from pleasing.

Six Easy Pieces. By FRANK JEPHSON. (J. Williams.)

An issue in album form of Mr. Jephson's popular little pieces for the pianoforte.

A Mood-Phantasy. For the Pianoforte. By TOBIAS MATTHAY. (J. Williams.)

Some pianoforte players would find it difficult to follow Mr. Matthay in his varying moods, while others—provided they have the requisite command of tone, colour, &c.—will revel in unravelling the intricacies of this, his most recent composition. Given a good piano (and a good pianist), its effect is certain.

Beethoven Sonatas, Op. 90 and Op. 31, No. 2.

Two more numbers of the Analytical Edition which Mr. Stewart Macpherson is editing for Joseph Williams & Co. We wish Mr. Macpherson's endeavours had been more ably seconded by the printers and engravers. Faulty alignment, overcrowding, and indistinctness (this latter probably due to the paper), are some of the blemishes in what ought to be a first-class edition. It is not easy to understand why this should be so, other work by the same firm being excellently done—to wit, the *Mood-Phantasy* reviewed above; but then the price of that is 5s., while the two Beethoven sonatas are retailed at 1s. and 1s. 6d. respectively.

We have received from the firm of Joseph Williams:—School Examinations of the Associated Board, Primary and Higher Divisions; Advanced Grade; Local Centre Examinations:—*The Land of Joys* (Song), by LIONEL ELLIOTT; *Dreams in the Twilight* (Song), by ESTING WAYLAND; *Pierrot* (for the Piano), by ERNEST FARRAR; *Waltz-Melody* (for the Piano), by ERNEST AUSTIN; *L'Espérance* (for the Piano), by FELIX CORBETT; *Impromptu in F Minor*, by EDITH M. SAUNDERS.

From the Yearbook Press:—Two-part Song (*I have Twelve Oxen*), music by CHARLES WOOD; Unison Song (*The Holly and Ivy Girl*), arranged by CHARLES WOOD; Two-part Song (*Under the Green Hedges*), by F. W. WADELY; Three-part Song (*Spring*), by G. H. SMITH. We cordially recommend the above part-songs to the notice of schools.

HYGIENE.

- (1) *The Eyes of our Children.* By N. BISHOP HARMAN, M.A., M.B. (2) *The Prevention of the Common Cold.* By OLIVER K. WILLIAMSON, M.A., M.D. (1s. each vol. Methuen.)

(1) Both these books of Methuen's Shilling Library are adequate for the purpose, clearly printed, and their contents can be easily assimilated by all who possess average intelligence. There is a very great tendency to throw too much upon teachers; intelligent mothers should really also devote attention to books of this kind, for, as Dr. Scholfield observed recently, "women are the natural guardians of the health of the community." They have yet to wake up to the truth of this statement and to the necessity of their work embracing active surveillance of the food of the community in order that right nourishment be more prevalent and faked food less common. This, of course, should not excuse teachers in having insufficient knowledge of what average sight should mean, and how it should be protected in the schools by sufficient and correct lighting; by good print, including the right sort of paper and proper spacing; by plain colouring on the walls and such colours that shall neither tease nor afflict the eye (pale grey and green are best). The eye in children, like the rest of the body, is immature, and much can be done to develop it rightly. Poor feeding works out in poor eyes; there is every reason for levelling up children's diet and for levelling down grasping London dairies, who at the moment demand 6d. a quart for milk, the best food for producing good bodies—and eyes. Mr. Harman is struck by the coincidence of bad sight and malnutrition. He recommends sleeping in the dark. All observant persons know the need for this; all dullards, male and female, place the bed in front of the window, and some boast that they pull up the blind and draw back the curtains to enjoy their folly to the full. By so doing they not only fail to rest the eye, but positively fatigue it. The eyes of all children should be examined before they go to school and at regular intervals afterwards. A sick child should have recourse to books in great moderation; other amusements, such as clay-modelling, would rest the eye. The common notion that short sight is good sight and improves with age needs knocking on the

head; in especial, school life is apt to increase it. Sports are excellent for the eyes. Too much light, such as we suffered from in pre-war days from street lamps, shop windows, motor lamps, &c., is most injurious; it has a benumbing effect. Of course, lighting from the left is established, and school furniture should be light in colour. Mr. Geo. Jackson's rules for good writing receive the commendation they deserve.

(2) *The Prevention of the Common Cold* is a timely little volume, for rarely have cold and catarrh been so prevalent as in the winter of 1915-16. We suspect the aggregation of enormous numbers of men in camp has something to do with this prevalence, coupled with our ignorance of how to treat colds at the beginning, and of their real causes. No child should be allowed to attend school with a cold in the head. He needs to be segregated, the nose and throat to be treated with an alkaline solution to kill the wicked microbe he is harbouring in the upper parts of the respiratory tract. Cold is not entirely due to low temperature; as a matter of fact, Arctic explorers never have it, in spite of 50 deg. below zero, for the simple reason that the microbe cannot flourish in the Arctic zone. It is an infection of the mucous membrane, induced by mouth breathing, by some error in the surroundings, or mode of life. The micro-organism has not yet been discovered; it is probably one of an association of organisms of the so-called diphtheroid group. Where there is low nutrition—and there is a great deal in Britain owing to faked food, dear milk, wrong mixtures, too much sugar and salt—the conditions must be altered. To treat a cold is always unsatisfactory; the real aim must be to prevent it. Dr. Williamson lays stress on the eternal need of fresh air, baths, exercise, suitable clothing, especially thick boots and warm socks. He declares that the boots and socks have far better effects on a cold on the chest than the so-called protector. For that vast number of persons who cannot correlate cause and effect, and who will only go the length of removing a cold when it makes them (and others) uncomfortable, perhaps a nasal douche, the thorough cleansing of the nasal cavities, will be as good as anything. But it will resemble a recurring decimal until the real cause is hunted out. Teachers and parents who desire immunity from a tiresome malady, which reflects on the management of schools and similar institutions, may note that Dr. Williamson seems to agree with a well known American authority, Dr. Daniel Sagar: too much starch and sugar in the diet tends to produce catarrh. Young people should take their sugar in honey, dates, raisins, figs. Natural sugar is fairly easy to digest; artificial sugar presents grave difficulties, and is one cause of catarrh.

(1) and (2) *Luciani's Human Physiology*. Translated by FRANCES A. WELBY. Vols. II and III.

These two volumes continue the translation of *Luciani's Physiology*, which was begun by Miss Welby a few years ago, and they leave only one volume more to make the treatise complete. The translation is very good, the volumes are excellently printed and provided with numerous and admirable illustrations, so that they might be thought to offer everything that the advanced student of physiology could desire. Such a supposition is supported by the fact that this treatise has enjoyed a wide reputation on the Continent, and was translated from the Italian original into German many years ago. Unfortunately it suffers from a grave and irremediable defect. It is out of date. Anyone who wished to inform himself of the extent of our physiological knowledge some twelve years ago, when the book was first written, could not do better than consult this work, and he would find it afford him a reliable and extensive guide of the history of physiology up to this point. But physiology is a very rapidly extending subject, and most of the new results obtained by original investigation during the last ten years find no mention. A feeble attempt to bring the book up to date has been made by introducing a bibliography of recent literature at the end of each chapter; but even these bibliographies are very incomplete, and they are of very little use, as, with few exceptions, no mention is made of their contents in the text. To come to detail. Vol. II deals with the internal secretions, digestion, excretion, and the skin. The chapter on Internal Secretions is particularly incomplete, as this subject has made such tremendous strides within recent years. For instance, no investigations relating to the pituitary gland of a later date than 1905 are mentioned. The chapters on digestion are more satisfactory and include an account of the action of secretin on pancreatic juice flow, though it is true that some of the statements made are biased and incorrect. Still, no mention appears to be made of the fact that the trypsinogen of the juice is activated by enterokinase. In the chapters on excretion we are treated to the old and erroneous views concerning the creatinin excreted, and no literature of a later date than 1889 appears to be referred to. Vol. III deals with the physiology of muscle and nerve and of the nervous system. The chapter on muscle is specially out of date, and it makes no mention in the text of the recent work of the Cambridge School on the physiology

of muscle, and only a very incomplete mention in the bibliography. The physiology of the central nervous system is described very thoroughly, especially that of the cerebellum, on which Luciani has himself made many important investigations. It appears to be brought up to date more successfully than other subjects.

(3) But few words of reference are necessary to introduce the new edition of Huxley's well known *Lessons in Elementary Physiology*. The fact that the book has passed through six editions, and has been reprinted some forty times since it was first issued in 1866, is sufficient testimony to its merits. The present edition has been carefully and adequately brought up to date by Mr. J. Barcroft, and so may be regarded as a reliable guide to the present condition of our knowledge of physiology and histology. Doubtless its circulation will continue to extend for many years to come.

TECHNICAL.

Rutley's Elements of Mineralogy. Revised by H. H. READ, A.R.C.S., B.Sc. With an Introduction by G. T. HOLLOWAY. (3s. 6d. net. Murby.)

This excellent book has long enjoyed a high reputation and a steady sale among students of mineralogy. In recent years, however, it had fallen behind the rapid advances of that science, and the new points of view of economic workers were not reflected from its pages. It has now been practically rewritten, only a small number of paragraphs remaining unaltered, and, by the able hands of Mr. Read, has been transformed into what is easily the best small textbook of mineralogy on the market. The chapter on Crystallography, which formerly followed the German model, is now rewritten in accordance with the methods that find most favour among English and American teachers. A useful chapter on Optical Properties has been added, thus adding microscopical methods to those usually described in elementary books. In the description of Mineral species, the silicate, or rock-forming, minerals are all grouped together, and other minerals are dealt with under the heading of their chief metallic constituent. A valuable feature is the introduction to each group of minerals, which consists of a description of the element concerned, with special reference to its economic importance. In place of barren lists of localities, stress has been laid on the mode of origin and occurrence of minerals, and throughout the book the economic status of each mineral is brought into prominence. To students, prospectors, and mining engineers alike, this little book will prove a valuable companion in their work whether it be in the classroom and museum, in the field, or in the mine.

"Cambridge Technical Manuals."—*The Development of English Building Construction*. By C. F. INNOCENT, A.R.I.B.A. (10s. 6d. net. Cambridge University Press.)

The author of this work is Honorary Lecturer in English Architecture in the University of Sheffield. He has extended and amplified a series of articles which he wrote a few years ago for the *Building News*, and the result is a volume of extreme interest and merit. Apart from Mr. Addy's work on *The Evolution of the English House*, we know of nothing which gives a more adequate treatment of what may be called minor architecture as distinct from that associated with the ecclesiastical and fortified structure. Beginning with the simplest forms of primitive building, the development of modern construction is clearly shown. The same plan is followed in the treatment of walls, roofs, doors, and windows, and the final chapter treats of modern materials and methods. Throughout, the illustrations are of a most interesting and helpful kind, and the fact that Mr. Innocent has been able to obtain so many of these from the neighbourhood of Sheffield suggests the wealth of unregarded interest which may be found in the apparently commonplace houses of our villages. Presumably, the volume is intended for technical students, but we commend it to the notice of all who are interested in architecture, whether from the professional or amateur standpoint.

"Cambridge Technical Series."—*Domestic Science*. Part II. By C. W. HALE. (4s. net. Cambridge University Press.)

This volume forms the second part of a work which is intended to provide the groundwork of science required by students of domestic subjects. Such topics as fuels, ventilation, heating, lighting, water supply, foods, and cooking are adequately treated, no attempt being made to deal with them more exhaustively than will be necessary for a pupil in a senior school. The author provides many simple experiments in illustration of the subject, and shows throughout a competent knowledge of the requirements of those for whom the book is intended. A useful set of questions is appended to each chapter, and at the end of the volume a full set of examination questions will provide excellent practice ground for those who use the volume as a textbook. This is a purpose for which it is admirably fitted.

ECONOMICS.

- (1) *Business Methods and the War.* By LAWRENCE R. DICKSEE, M.Com., F.C.A. (2s. net. Cambridge University Press.)
- (2) *The Principles of Apprentice Training.* By A. P. M. FLEMING and J. G. PEARCE. (3s. 6d. net. Longmans.)
- (3) *Handbook of Employments in Liverpool.* Edited by F. J. MARQUIS, M.A. (1s. net. Liverpool Education Committee.)

(1) One of the most pressing problems after the War will surely be to increase the national efficiency. Already there are signs that the Government, no less than the industrial and commercial circles in the country, are keenly alive to its importance, and there can be little doubt, therefore, that the question of apprenticeship and vocational training will loom large in the public interest. Consequently it behoves teachers, who will clearly be greatly concerned in the matter, to be cogitating upon it; and they will find in Prof. Dicksee's four lectures much that is helpful for an appreciation of the importance and urgency of training. Prof. Dicksee, by reference to army methods, draws conclusions for the procedure which business and industry should follow. Drill is what he lays stress on, and drill is but another word for training.

(2) Only the general and broader aspects of the subject are dealt with in Prof. Dicksee's pages. A more detailed consideration will be found in Messrs. Fleming and Pearce's treatise. These two writers survey the present conditions of apprenticeship in this country, and suggest how they can be best improved. They are primarily concerned with the engineering trade, but their book applies to technical training generally. Apprenticeship, as it exists in England to-day, they describe as "chaotic," and any one who is at all acquainted with the facts will agree that the term is not too strong. Nor will their strictures on our elementary schools be regarded as unjust. English elementary education, they point out, does not provide a good training for artisan life, and one of the ways in which it errs is its utter failure to develop the co-operative faculty in children. Criticism, however, is only of value when improvements are suggested, and Messrs. Fleming and Pearce undoubtedly set forth some exceedingly useful proposals. The chapter reviewing the methods of industrial training in vogue in this country, the United States, Germany, France, Switzerland, and Norway is among the best in the book.

(3) Side by side with training there must also be direction. To this end publications such as that issued by the Liverpool Education Committee will serve a useful purpose. In this alphabetical list of *Liverpool Trades and Occupations, with a Schedule of Wages*, much valuable information has been collected. Turn to the entry "Bricklayers," and you find particulars of the number of Liverpool firms concerned in the industry, the number of their employees, the nature of the work, the conditions of apprenticeship, wages, hours of labour, and lastly, the classes available in Liverpool which would be of assistance to the budding bricklayer. So with scores of other callings. Teaching is of the number.

Industrial Law. By FRANK TILLYARD, M.A., M.Com. (10s. net. Black.)

Teachers and students of economics and economic history often come across many references to particular pieces of legislation that affect the lives of the workers. But the scope of the ordinary textbook does not allow of a more or less full treatment of legislative enactments such as, say, the Truck Acts, or the various Acts governing the employment of women and children in mines and factories, or even the Trade Union Act of 1871. The history of factory legislation has certainly been thoroughly well done, but a book treating of the Acts themselves was a desideratum. Prof. Tillyard has supplied such a volume. Industrial law has many points of contact with economic problems, and the book is intended primarily for economists. In addition to a general introduction to the subject of industrial legislation as a whole, various Acts are dealt with in detail, e.g. those relating to employers' liability, minimum wages, health and unemployment insurance, and industrial disputes. These will give some indication of the ground covered in the text; while in the appendixes, which take up nearly one half of the volume, there are actual quotations from the Acts themselves.

Trade Unionism. By C. M. LLOYD. (2s. 6d. net. Black.)

Mr. Lloyd has given us here a brief but interesting study on Trade Unionism. The book is likely to prove most useful as a book of reference, and contains a full bibliography and a wealth of information. Mr. Lloyd gives many interesting examples of the needs and difficulties of workmen of which Trade Unionism was the result. For instance, the Combination Acts passed in 1799-1800 show how men were persecuted and punished if they dared to bind themselves together to better their conditions. In 1810, nineteen

printers employed on the *Times* newspaper were sentenced to imprisonment, varying from nine months to two years, for quitting their work because they could not get an increase in their wages. A few years later seven scissor grinders of Sheffield were thrown into jail for three months for belonging to a club which gave out of work benefit and tried to keep up wages. Mr. Lloyd gives a most interesting résumé of the fight to remove this ban from the Trade Unions carried on by Francis Place, Hume, Owen, and others, and, although it was a Liberal Government in 1871 who passed the Trade Union Act, it was the Conservative Party in 1875 who really made this Act workable by withdrawing all the penalties for peaceful picketing, intimidation, and the like. From 1875 he traces the ebb and flow of the movement, the advent of Socialism, the investigations of Charles Booth and others, the rise of the Labour Party, and strikes, until he comes to 1900, when the great Taff Vale Railway dispute occurred. The High Court here decided that a Trade Union could be held liable for an act committed by any of its officials, the effect of this being that employers could soon smash up the different Trade Unions by collaring their funds. This was put right in 1906, when the Trades Disputes Act was passed freeing a Trade Union and its funds from such possibilities. Mr. Lloyd, however, is somewhat mistaken in giving all the credit of these victories to the Labour Party, when, as a matter of fact, it was the Liberal Government in 1906 (who were returned with a very large majority, which freed them from any necessity of propitiating the Labour Party unless they chose to do so) who passed the Trades Disputes Act. Two or three years later we had the famous Osborne Judgment, and here again we find ourselves unable to agree with Mr. Lloyd as to the claims of the Labour Party to having carried this reform. Mr. Osborne—a Liberal in politics—strenuously opposed the right of his Union to levy its members or contribute from its funds in support of the Labour Party.

MISCELLANEOUS.

Finn and Samoyad, the Bear Hunters of the North. By L. EDNA WALTER, B.Sc. (Black.)

This book is one of a series, *Life and Legends of other Lands*. The Chief Inspector of Reformatory Schools has recently recommended that up to the age of fourteen the literature should be the same for both sexes; the namby-pamby, goody-goody books provided for girls are calculated to bring religion into contempt. Girls often prefer boys' books. Now, Miss Walter's *Finn and Samoyad* is excellent for both sexes, for young and old. The twelve coloured illustrations arrest attention, especially that of the bear chasing the poor seal, whose expression betrays that he has realized his fate.

The Fascination of Belgium. By L. EDNA WALTER. (1s. 6d. net. Black.)

This little book is memorable chiefly for its architectural illustrations from photographs taken before the War. Thus, the frontispiece presents the Louvain Hôtel de Ville, and half of them are now relics of the past. There is a refined sketch of the political history of Belgium, but more space is devoted to the growth of the guilds, of town halls, and belfries. This is mixed with gossip on town life and industries. As the author suggests, the advent of peace will need a new and wholly revised edition.

The Girls' School Yearbook. The Official Book of Reference of the Association of Head Mistresses, 1916. (5s. net. Yearbook Press.)

Besides the schools represented by the A.H.M., Part II contains other public secondary schools, defined as those which possess a governing body. We take it that the reason for its not appearing before August is in order to include a report of the Annual Meeting.

The Holidays: Where to Stay and what to See. (1s. 6d. post free. Walter Hill.)

A useful compilation, including in its two thousand pages some hundreds of illustrations, and, besides much statistical matter usual in guide-books, a good deal of interesting information for the angler, the antiquary, and the artist. A preface claims that the book has been in past years the means of solving many holiday problems, and the claim is not unjustified.

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OCCASIONAL NOTES.

WE devote this month to Modern Languages what many of our readers will consider a disproportionate space, but the position to be assigned to them in the school curriculum is beyond dispute the question of the hour, and more will, with justice, complain that the half has not been told. Some of the accredited experts have been asked to express freely and fully their opinions, but others of equal weight (*e.g.* our head mistresses) have still to be heard. The difficulty is that none can yet tell for what manner of schools he is prescribing, and it is needless to reaffirm the doctrines that this Journal has for very many years maintained. No reform will satisfy us that only enforces a modern language as a supplement or addition to the curriculum. "There are many ways to Rome," and schools whose leaving age is sixteen will often be well advised to confine their linguistic studies to English, the fundamental study for all. "The glory that was Greece and the grandeur that was Rome" can be adequately, though not fully, conveyed in English translations. The youth who knows two tongues "has two hearts," but he must know them as literatures, not as the bilingual Swiss guide or the *commis voyageur*. The oral method has proved itself the best entrance to a modern language, but hitherto, as our contributors admit, it has had little influence on the teaching of the highest forms or the Universities.

THE Leeds Education Committee, at their last meeting for the municipal year (October 25), discussed complaints made by members regarding the understaffing

of elementary schools. Alderman Clarke, who presided as Chairman, stated that there was at present one teacher for every 42 scholars on the roll, or, if head masters were eliminated, one for every 50. At one national school Mr. Benton had found a single teacher coping with a class of 87 boys, a combination of Standards VI and VII, and this had been the usual thing since the holidays. The Chairman made no attempt to rebut this and similar complaints, or to suggest any remedy. In his opinion, "the staffing of the schools generally was extremely satisfactory"; "the elementary schools were better staffed than those of other large centres." We know not what are the peculiar difficulties with which Leeds has to contend, but we sincerely hope that Leeds does not represent the temper and attitude of English municipalities. Sixty boys in a class, pronounced by the Chairman "all right," and 87 (the two top forms of the school) committed to a single teacher, accepted with a promise that the already overburdened head master should be called upon to teach Standard VII! We turn to a record of the proportion of masters to boys in secondary schools, taken some five and thirty years ago, and we find that in the Leeds Grammar School there was one master for every 16 boys. The working man has some reason to complain. No wonder that juvenile crime is on the increase.

THE London Education Committee are exhibiting a commendable caution in consenting to the introduction of Russian into the curriculum of their schools.

Russian in L.C.C. Schools. They have laid down conditions which ought to be some safeguard against scrappiness and inefficient teaching.

The first of these conditions is that a properly qualified teacher be obtained. On this we need say nothing. Equally important, perhaps, is the third rule, that enough time should be given to the language to make substantial progress possible. We hope that this will be interpreted in such a way as to prevent pupils substituting Russian for some other subject for just a year, or even two years. If we are to have Spanish and Russian in our schools, let them be taught for such length of time and with such breadth and thoroughness that they will be of real educative value. The danger is that, in response to the demand for useful subjects, schools will attempt Russian without providing the means or the time for sound instruction, and will succeed in giving nothing but a smattering which will be of no value for either education or business. For this reason we deprecate the fourth condition laid down by the Committee, which confines instruction in the language to those who are likely to need it in their future careers. This stamps Russian at once as a purely utilitarian study. Anything less educational than running up a hasty jerry-built structure of Spanish or Russian for purely commercial purposes we can hardly imagine.

FOUR girls' schools, we are glad to learn, have declined the grants of the London County Council rather than submit to the humiliating conditions which that body sought to impose upon them. The cause of the quarrel will no doubt be remembered. The Council not only required that the schools should make retrenchments in their expenditure, as was quite right they should, but demanded that they should be allowed to dictate the par-

The Aided Schools and the L.C.C.

ticular form which economy should take. The reply of the Governors of the four schools was that they recognized the necessity of cutting down expenses, but preferred to settle the particulars themselves. We do not see what other answer any self-respecting body of Governors could give. To accept the demand of the Council would be practically to place the whole organization of the school in their hands—a position which was certainly never intended by Parliament. We hope that the four will soon grow to forty. The Council could not afford to quarrel with all the old secondary schools of London, for if they did they could not find a sufficient number of places for their scholars. Schools get quite enough official supervision in these days, and it is intolerable that unauthorized bodies should claim the right to interfere in every detail of their administration.

THE London County Council class teachers are rejoicing because the terminal examinations conducted by the head teacher are to be abolished. An article in the *Times Supplement*, "from a correspondent," explains the causes of their dissatisfaction with the system by which the head teacher is required to

examine each class every term and report upon it to the Education Committee. The Principal's examination was resented as that of an external examiner; an internal examiner—that is, the teacher himself—is the only person who can fairly test a class. Hence we arrive at the conclusion that each teacher should report on his own work. The head teacher's examining is branded as "persistent police surveillance," "detective functions," and so forth. The curious thing is that the Education Committee hope that the abolition of these examinations will lead to more helpful reports from head teachers on the work of their subordinates. But how is the Principal to report if he may not examine or check for himself the reports of his assistants? Will the teachers like that better than the old system?

AS our readers well know, we have never been enamoured of the archmagistral despotism, which is the working constitution of most secondary schools. But we confess that we find it hard to accept the position that a

principal should never examine a class taught by one of his assistants. The adoption of such a doctrine would entirely destroy the authority of the head master over the teaching. And the demand that the teacher alone should test a class and report on its efficiency is a trifle cool, even if it be conceded that he have "the aid of some external expert." No man in this world is fitted to be the sole and final judge of his own work; no servant of the State ever is, or ought to be, allowed to be so. The demand is really unworthy of the elementary teachers; it argues a lack of virility and self-confidence. No one ought to be afraid to submit his work to the examination of an unknown expert. On one point, however, we sympathize with the teachers; it should certainly suffice if, after a period of probation, the Head were required to send in a report, possibly after consultation with an Inspector, if he finds anything seriously amiss with the work of an assistant.

THE case of the Ottawa Separate Schools, on which the Judicial Committee of the Privy Council gave judgment on November 2, is of interest alike to the

The Language Question in Ontario.

statesman, to the student of the constitution of the Empire, and to the educationist. The first will find food for reflection in the picture of a young democracy in America confronted with the same problem as the military despotisms of Europe. The constitutional lawyer will note that the legal system of the Empire is so complex that not even in education, a subject placed specially under its authority, is a province of Canada absolutely free. The educationist will regret this disturbing element in education. We confess that we have much sympathy with the French minority in Ontario in their opposition to the policy of the Ontario Government, which is seeking to make English the only medium of instruction in all schools. On the other hand, there is something to be said for what we believe to be the view of the English majority in Ontario, namely, that, Quebec being predominantly French, Ontario ought to be predominantly English. We should hope, however, that this end may be gained without the suppression of the French language in schools. We should be heartily glad to hear that a compromise satisfactory to both parties had been arrived at.

THE Mathematical Association has followed the example of the Public School Science Teachers in making an attempt to define the place and value in education of the studies in which they are

Mathematical Education.

interested. The manifesto issued by their Teaching Committee claims that pupils should acquire from a course in mathematics an elementary knowledge of the properties of number and space, a command of mathematical method, facility in applying mathematical knowledge practically, and some understanding of the part played by mathematics in industry, in the practical arts, in science, and as a means of social organization and progress. This we may regard as the practical aim of the teacher of mathematics. Further, the Committee think that the pupil should acquire valuable habits of precise thought and expression. Psychologists evidently have not yet succeeded in persuading teachers that the doctrine of formal training is all moonshine, though we remember that Sir Henry Miers, when speaking at the Oxford Conference in the summer, expressed the opinion that laboratory work had no effect on the general powers of observation. Lastly, the Teaching Committee claim that a course of mathematics should produce an appreciation of organized abstract thought as one of the highest and most fruitful forms of intellectual activity. We welcome the manifesto as a pronouncement on the scope and purposes of mathematics in a modern education, but we hope it will be supplemented by a definite statement of the ground to be covered at each stage. Abstractions will not appeal to Governing Bodies.

MR. CLUTTON-BROCK, in his eloquent address at King's College on the Humanities, reaffirmed a truth that our pundits of to-day are inclined to forget or to ignore. Either they plead that the Humanities are essential to the making of efficient and intelligent citizens, without whom we cannot hope to hold our own in the international struggles either of peace or of war; or else they tell us that one end of education is to help us to enjoy

the more refined pleasures of life, and amongst these pleasures are literature and art. All this is quite true, and it is very desirable that it should be said, but Mr. Clutton-Brock reminded us that neither efficiency nor enjoyment is the highest aim of the student of the Humanities. The value of the Humanities as "the things that permanently satisfy the spirit of man" lies in themselves, and can be realized only by faith. This is a hard doctrine for teachers, for the teacher in his business has to be constantly explaining and defining, and when he comes up against something that can only be apperceived or felt, he is inclined to turn away from it. Yet it is as true now as ever it was, that the highest things cannot be analysed; they can only be felt. It is here that the artist, the saint, and the seeker after truth join hands. Each may, with the musician, say, "Others may reason and welcome; 'tis we musicians know." The favourite paradox of the classicist about the studies "which are useful just because they are useless" is true; his mistake is in thinking that it applies more to Latin and Greek than to other studies.

YET, if the classicist, when he meditates on his paradox, forgets modern literatures, it is partly the fault of the modernist. For the modernist rarely makes, and more rarely demonstrates, this prerogative for the modern humanities. Yet, if modern language scholars cannot in good faith, or through faint-heartedness do not, make good that claim, modern studies will always rank second to classics. For ourselves, we should say that the greatest poets and writers of France, Germany, Italy, and England embodied spiritual experiences of the race no less rich and lofty than those of which Greek literature is the record.

MR. CLUTTON-BROCK'S excellent story of his *viva voce* in English Literature puts the problem of examining in poetry better than whole pages of "Occasional Notes" could do. The object of the candidate is, as the lecturer bluntly put it, to pass the examination, and not to speak the truth. Therefore, in any question which asks for criticism or appreciation, his natural impulse will be to say, not what he thinks, but what he thinks the examiner thinks he ought to think. Now, appreciation is the soul in reading literature, especially poetry; and information, understanding of the language, comprehension of the author's aim, his method of achieving it, and the like, while they may be helps towards appreciation, are, after all, but the limbs and outward flourishes of the study. And so we examine only the limbs, and not the soul. If, for instance, in answer to a question which asked for an appreciation of *Paradise Lost*, a candidate began, "I think Milton is a dull and pompous old fogey; give me Scott and Macaulay," the examiner would probably mark him down as being lacking in literary taste. Which, no doubt, he would be; but then it is much better to be lacking in literary taste than to be lacking in a sense of truth. And the boy or girl who really appreciates Scott and Macaulay is much more likely to have a genuine love of poetry, even if he hates Milton, than the boy or girl who has merely shown that he remembers what he has been told about the merits of *Paradise Lost*.

"THAT every girl who entered for the Oxbridge Local Examination had passed in the Honours list was a fact of which the school might well be proud." It is a remarkable fact certainly, but whether it should redound to the credit or discredit of the school depends entirely on circumstances. If the whole of the top form went in for the examination, and no particular preparation was bestowed upon them, then the achievement was most creditable. Only in that case we should want to know what is the standard of this examination in which quite ordinary girls can get Honours. Distinction that everybody gets ceases to be distinction. To declare a whole class to be of exceptional merit is something like a contradiction in terms. But it may have been that only picked girls went in for the examination, or that, if average girls entered, they were most carefully and scientifically crammed. In that case the school has no reason to be proud of the result, and the whole thing was nothing but unabashed window-dressing. The provincial Mayor, from whose speech-day oration our text is taken, and his audience probably, made no attempt to analyse the dazzling statements that were laid before them. That is the weak point of the "Locals"—the public does not know how delusive the results may be.

THE *Cambridge Review* reports in full the sermons delivered from the University pulpit, and we have read with the attention it deserves the discourse on "National Repentance," by the Regius Professor of Hebrew. Dr. Kennett's admonitions were directed almost wholly to statesmen and politicians. If, as the newspapers averred, the church had failed in its duties, its failure consisted in not warning the people against their false prophets, and denouncing the wire-pullers, at least when their ignorance and sordid aims had been detected. War, he confessed, must come so long as German lawlessness was dominant; but, had the Government frankly told the nation what it must have known before the War, we should at least have made adequate preparation and so saved thousands of precious lives. In the ideal State, as the preacher pictured it, there will be no parties, and every voter will have put before him the whole case on which he has to give his decision. (The one modern hero, the Micaiah of the text, was the late Lord Roberts.)

We do not presume to criticize, but we cannot help contrasting an address that we heard the same week by Dr. Dugald Clark, F.R.S., Chairman of the Royal Society of Arts. In his opinion, England was never so well prepared for war as in 1914. Whatever the sins and failures of England, and of English statesmen, it was neither greed of gain nor party politics that forced her into the War. Let us humbly confess with the preacher that we have gone astray, done things that we ought not to have done, and still more, left undone things that we ought to have done, but repentance does not mean recrimination. The name of Viscount Grey will live in history, not only as a wise and patriotic statesman, but as an honest man in whom there was no guile. The Bishop of Carlisle, in his *Nineteenth Century* article on the "New Education," points out a more excellent way. While insisting on the primary importance of a religious education, he frankly admits that the current creed of churchmen requires considerable revision before it can be fitted into a genuine national system.

Honours in the Locals.

The Claims of Modern Literature.

Prophets false and true.

Examinations in Literature.

LOCAL AUTHORITIES.

THE Education Committee of the County Councils Association has formulated a series of resolutions dealing with the education and instruction of children and young persons "after the War," regard being had particularly to the interests of those (a) who have been abnormally employed during the War, (b) who cannot immediately find advantageous employment, and (c) who require special training for employment. The Committee has not attempted to deal with the first two questions, and, regarding the third, supports opinion in favour of raising the school-leaving age, abolishing partial exemption, and of providing facilities, by means of part-time day courses and other forms of continuation classes, for vocational training. In the opinion of the Committee, the time has now been reached when the Legislature might boldly pass a measure requiring that in all boroughs and urban districts, after full-time day attendance has ceased, attendance at day or evening continuation schools for a specified period equivalent to from six to ten hours per week should be compulsory up to the age of eighteen, the employers being obliged under penalties to give the necessary facilities, including a corresponding reduction in the hours of labour.

After the War.

THIS is a revolutionary proposal—especially for the County Councils Association—and perhaps it was adopted by that body either because the members did not understand it or because it was thought to be impracticable and therefore harmless. In view also of the fact that the Association is confined to representatives of administrative counties, who are not chiefly concerned with the larger boroughs and urban districts, the opinion is not very convincing. As regards rural districts, the Association, while recognizing that there is "a most urgent" need for further education between the ages of fourteen and eighteen, do not consider it practicable for continuation classes to be universally provided. It would be interesting to know the grounds upon which the members of the County Councils Association representing rural constituencies have been convinced of "the most urgent need" for the further education of the agricultural population. If "demand" is the measure of "need," the information hitherto available points to quite a different conclusion.

Further Education.

THE other day at a meeting of an industrial conciliation Board, when a claim for increased wages was under consideration, one of the representatives of labour produced convincing evidence of the increased cost of living in the receipted bills for household requisites purchased by his wife from the co-operative stores in July, 1914, and October, 1916. The articles purchased, which did not include flour and potatoes, were precisely the same in quantity and description for both occasions. In 1914 the total cost amounted to 10s. 4d.; in 1916 the total was 17s. 6d. The bills had not been "prepared" for the purposes of the claim, but were discovered by the witness more or less by accident. Nearly all classes of workmen (except perhaps soldiers and agricultural labourers), and large numbers of employers (including farmers) are now securing higher wages or larger profits which enable them to meet the daily increasing cost of living. But there remains the large class of persons in receipt of fixed salaries whose resources, if they have been augmented at all, have not advanced in anything like the proportion of other sections of the community.

The Cost of Living.

THE wages of Northumberland miners, for instance, which are regulated by the average selling price of coal, have advanced 50 per cent. during the past twelve months, so that the amount of work which, a year ago, produced, say £2 a week, now receives £3. In the same county a clerk paid £2 a week before the War now—with a war bonus—earns £2. 6s., or, under the most favourable conditions of a munition establishment, £2 10s. This inequality in the consideration extended to salaried employes as compared with wage earners is not confined to any particular part of the country, and among employes with low salaries who, perhaps, have, generally speaking, received least and suffered most, are the teachers. The reason is, no doubt, due chiefly to the fact that there are so many of them. Of the expenditure of Local Authorities on education the salaries of teachers represent about 80 per cent. of the total charge. If, therefore, out of an annual expenditure of £200,000, salaries of teachers absorb £160,000, a modest war bonus of 10 per cent. represents a somewhat formidable addition to local rates.

Fixed Incomes.

ON the other hand, a 10 per cent. bonus to the teachers receiving £2. 10s. a week—and this was about the average salary of some 22,000 men certificated assistants two or three years ago—would give him only another

Teachers.

5s. a week. If, under normal conditions, he may be assumed to spend half his income on food and fuel, the commodities which, according to the evidence of the Labour representative quoted above, could be purchased before the War for his £1. 5s. will now cost £2. 2s. 6d. In a word, the 10 per cent. gives him only 5s. to meet an additional expenditure for bare necessities of 17s. 6d. It is a serious position of affairs, and one which the Board of Education and all Local Authorities ought to deal with immediately.

LOCAL Authorities have now received a memorial from certificated teachers, in which their claims to consideration are forcibly advanced. For more than two years, it is pointed out, teachers have endured the strain of rising prices, and have seen other sections of the community receiving increases of remuneration while their salaries have remained on a pre-War basis. The teachers ask for an immediate advance of £25, not as a "War bonus," but as a permanent addition to their salaries. It is hardly to be expected that Local Authorities will be prepared to deal with amendments to their scales of salaries at this time, and it is probable that the teachers would have been better advised had they appealed for special consideration to meet the exceptional conditions now prevailing. However, they have a strong case for an advance, and if they do not get all they want their claims will no doubt be dealt with sympathetically.

The Teachers' Claim.

SEVERAL authorities have already granted subsidies to teachers with very low salaries, and some have faced the general question, and adopted a scale applicable to teachers of all grades. But in no case, so far, has any authority accepted the principle of paying a war bonus regardless of the teacher's present rate of remuneration or responsibilities. The Education Committee of the County Borough of Newcastle-upon-Tyne has adopted the following scale:—Married teachers receiving under £120 a year, 5s. a week; £120 to £150, 4s.; £150 to £250, 3s.; the bonuses for unmarried teachers being 2s. 6d., 2s., and 1s. 6d. a week respectively. In the case of a married employe whose wife or husband has a separate income, earned or unearned, the incomes are added together, and, for the purposes of the bonus scheme, regarded as the income of one employe. These regulations are not particularly generous, but they serve to indicate what is being done, and the response which the teachers may anticipate to their appeal for an all-round increment of £25 to their salaries.

A "War Bonus."

SCIENCE NOTES.

THE wide and prolonged discussion at conferences and in the press as to the position of science in schools should at least lead to a better understanding of the function of school science. In order to reach even this modest goal it will be found necessary to distinguish between the meanings ascribed to the word "science": meanings which vary according to the object of the inquiry. When one considers the nature of human knowledge in its genesis and dissemination, the connotation of "science" is so broad that nothing less than the philosophic attitude and method is included. When one debates the school time-table, the word "science" is habitually used in so narrow a sense as to exclude mathematics. It is, therefore, necessary to clear thinking that speakers and writers should indicate whether they use the words "science" and "scientific" in the broad or narrow meaning. Undoubtedly harm has been done to school education by the scholastic habit of thinking of science as merely chemistry, physics, and biology. The divorce of mathematics from science is an evil—and an unnecessary one.

Science and "Science."

WHEN the list of members of the Government Committee on the teaching of science was first published, we drew attention to the absence of any science mistress connected with secondary schools. We have heard that more than one educational association has asked the Government to remedy this most serious omission. We know that answer has been made that, for reasons of economy, the Committee had to be kept small. After returning that answer, the Government appointed two more men, and now a third, Dr. Henry Head, F.R.S., has been added. We can only reaffirm our opinion that the Committee will not be satisfactorily composed for the purpose of dealing with science in girls' schools until a science mistress is included.

The Science Committee.

THE practical applications of biology demand far more serious consideration than they have received in the past. The raising of crops, the management of gardens, the prevention of insect plagues, the food supply of

The Need for Naturalists.

the sea, are of first-rate importance, and an increased supply of trained naturalists competent to investigate and advise upon such industries is nationally indispensable. Our hopes for the future rest upon the increase of teaching of the right type. This implies first-hand observation, the habit of experiment, and the power to make quantitative experiments.

At the forthcoming Conference of Educational Associations a meeting

January Meetings.

will be held by the School Nature Study Union, on January 3, when Dr. Harold Wager, F.R.S., will discourse on "The Response of Plants to Light." On the 6th the Association of Science Teachers will hear a presidential address from Miss E. R. Saunders, of Newnham College, followed by a lantern lecture by Mr. Kilburn Scott, on "Nitrates from Air." At the Teachers' Guild Meeting, on the preceding Tuesday, Prof. R. A. Gregory will speak on the "Possible Educational Value of Kinemas." The Education Reform Council Meetings will be presided over by distinguished scientists, viz., Sir Alfred Keogh and Sir Henry Miers. All these meetings will be open to all members of the Conference. Prof. Gregory will also open the discussion at Eton, where the Public Schools Science Masters meet on January 3 and 4, on "Science for the Rank and File." Other subjects to be discussed are "Technical bias in science teaching in schools," and "The place of the textbook in science teaching," the opening speakers being Mr. E. R. Thomas and Mr. G. N. Pingriff respectively. These discussions will follow an address by the President, Prof. H. H. Turner.

QUIGLEY.

QUIGLEY'S first appearance in the school was somewhat meteoric. He presented himself abruptly at the master's desk long after lessons had commenced and announced simply, "I'm a new lad!" New he certainly was in many respects—from the school point of view—and more than one face was stealthily flattened against the glass partition of an adjacent classroom in order to get a view of the new scholar. Even the teacher who came round to reprove their eager curiosity could not forbear a long, lingering look.

He was a tall, well-developed boy of eleven, with a frank, open face and deep blue eyes. An ancient coat, the tails of which flapped dutifully against his heels when he walked, a long pair of snuff-hued trousers curling into numerous folds below the knee, and two roomy shoes of odd sizes, the tops of which were charitably hidden by the overhanging trousers, completed his attire. A strip of narrow cloth slung crosswise over his shoulder and precariously held by trouser buttons on each side constituted Quigley's solitary tribute to the canons of respectability. A thick thatch of ruddy hair, variously wisped, testified to the absence of caps in Quigley's world.

"Skoo Board officer told me I'd better be gerrin' in somewhere—seen me three weeks sin' playin', so e's got me name down," explained the boy further.

It appeared that Quigley had already attended eight different schools during various periods of his youthful life, mostly in classes at the bottom of his respective schools. His own father was dead.

"He was a good un he was, an' looked after me an' me mother," observed Quigley; "I've 'ad two more sin' then. Second was tidy good—when 'e worked. Used so get drunk every Satdy. Brought 'im to 'is death that did—got killt by a tram. He was drunk all right, but they said it was accidental. This third un's a reglar bad un. Won't work, won't do nowt! Tried to give me mother an' me a good 'idin', 'e did—but we gev it 'im proper—so he's stopped that game; 'e's started a-doin' odd jobs, that's why we're livin' 'ere."

Although he was remarkably intelligent, Quigley's formal studies had been greatly neglected, and he was therefore installed in a class mainly composed of eight-year-olds, to their evident interest.

Quigley did not appear again at school until a week had elapsed.

"Ave bin waggin' it!" he announced candidly; "couldn't come to sku till me clothes was mended."

His trousers had been lopped off to the knees, one leg being cut shorter than the other, while his coat tails had also been pruned considerably. In addition, he was provided

with a second brace, and a pair of well worn ladies' boots several sizes too large for him.

Upon this occasion he attended school three days before lapsing again; and it was not until he had been supplied with some cast-off clothing and boots by some of the older boys that he began to take an interest in the school games. Thereafter his progress was steady, if slow. Having proved himself incontestably superior to most of his school fellows in physical activities he began to make up lost ground in subjects calling for the exercise of close mental application.

When Quigley had been attending the school about twelve months he was reported for violently assaulting two of the biggest boys in the senior class. As the two stood whimpering at the master's desk, with gory noses and rapidly blackening eyes, the culprit arrived.

"Is this true?" demanded the master, turning to Quigley.

"Yes," he admitted, in a voice trembling with anger. "The cowards! I showed them a skylark's and a green linnet's nest, and they promised not to touch them; and they've stolen all the eggs out of one and killed all the young ones in the other. Didn't you?" demanded Quigley, turning suddenly upon the two boys, who quailed as he approached them.

After this incident Quigley became one of the acknowledged leaders of the school, and a reliable champion of the weak against the strong. All his spare hours were spent in scouring the neighbouring country for rare flowers, ferns, grasses, and mosses. Birds' nests of all kinds were known to him, and woe betide any venturesome stealer of their contents, for he had a deadly and uncanny gift in tracing such culprits, and his punishments were invariably heavy. His services were constantly requisitioned by the teachers when specimens were needed for Nature-lesson purposes, and it happened one day that, as the class was examining with deep interest one of these specimens, the chief Government Inspector came in. He was a keen enthusiast in all forms of Nature study, and it was not long ere he and Quigley were deeply engaged in a discussion of the rare plants and flowers of the district, the teacher and class listening with interest. At the close of a lengthy conversation, Quigley was commissioned to obtain certain specimens for the visitor on the following day; and when these were duly forthcoming, to the Inspector's delight, the boy received some very handsome compliments. As a result the school received such a glowing report upon the excellence of its Nature Study activities that the members of the staff were profoundly embarrassed.

"Of course, it's Quigley!" observed the chief; "and the only thing we can do is to try to live up to it."

* * * * *

Quigley called at school in khaki the other day. He was a fine figure of a man—tall, well set-up, and handsome. His eyes were blue and fearless as of old, but the master did not recognize him until he smiled.

"They've made me a sergeant!" he announced, grinning genially.

He had been through Mons, and all the trying times which followed during the retreat. Left in charge of a small party while his officer went out to collect stragglers, Quigley had been surrounded by a party of Germans. "But they didn't know we had a machine gun!" chuckled he. It appeared that Quigley's knowledge of the country had proved eminently useful during the operations of the retreat. "They wanted me to have a commission," he said diffidently, "but I told 'em I'd do more good as a sergeant. I knew my schoolin' wasn't good enough for an officer's job. I ought to have made more of my school days."

Quigley's face was tanned; there were tell-tale little lines under his eyes which told of terrible experiences; and he had the keen, haunting expression which marks the man who has faced the fear of death during prolonged periods.

"What is the thing which has struck you most during all your campaigning?" inquired the master.

Without hesitation came the reply: "The way the birds sing through it all—just as if there was no such thing as war. I fear nothing when I hear them—it's marvellous how they cheer you up," said Quigley.

H. LEATHER.

THE MIGRATION OF PLANTS AND ANIMALS.

(Continued from page 672.)

ANOTHER of the most characteristic of Italian plants at the present day is the *Agave Americana*, with its prevailing shade of dull dark grey and the so-called Opuntian cactus; these plants have run riot on every shore of the Mediterranean, and seem to suit so precisely the colouring of the South Italian rocks and the *petite culture* of the peninsula that they would seem to be genuine native productions. Yet these plants were introduced from America at the end of the sixteenth century. The cypresses which rise so tall and stately and seem specially designed to stand out in majestic relief against the dazzling summer sun of southern Italy, are alien immigrants from the mountains of far-off Afghanistan. This tree was closely bound up with religious observances, for it was the sacred tree of the Zendavesta, of the fire-worshippers, of whom the modern representatives are the Parsees of India. The votaries of that religion saw in the slim, heaven-pointing figure of the graceful cypress a likeness to the shape of the flame which rises heavenward, and as the religion of Iran spread to the westward, so did the accompanying cypress. Our island of Cyprus takes its name from this tree.

The olives, whose dark green sets off the arid yellow of parched Calabria, tempting one to think that they must have been set there by a special Providence to relieve the eye, are aliens from Palestine and Syria, and have now made themselves at home in distant Australia. The date palms which the tourist sees in the monastery of S. Bonaventura in Rome had their origin in the delta of the Euphrates and the Tigris, and it is some satisfaction to reflect that it seems probable that Bassorah dates will in future be imports from a British town. Cherries were introduced into Italy by Lucullus, the conqueror of Mithridates, after he had destroyed the town of Cerasus, near Trebizond. The Moors, during their long domination of Spain, notably increased the flora of the coast of the Mediterranean, and introduced many plants whose original home must be sought in Asia, such as the lemon, the pomegranate, the date palm, saffron, and many others; they introduced silkworm breeding into Spain and Sicily, they planted the papyrus, the cotton plant, and the sugar cane on Italian soil. It is true that the two latter plants have not found the climate suited to their permanent growth or spread, but it is none the less true that the contribution of the Moors to modern civilization opened up the enormous traffic in cotton and sugar between Europe and the West Indies, which has followed the Moorish acclimatization of these plants which have become such an important part of modern imports.

The Turks are not generally credited with the promotion of civilization in any part of the world, but, to do them justice, they have greatly enriched our European flora. They seem to have acquired in their primitive home, Turkestan, a great love for gaudy and flamboyant flowers, such as those which characterize that warm and sunny country, and they brought these with them on their migration into Europe. Of these flowers the most striking, alike for its beauty and for its wide popularity, was the tulip, christened in Italy after the Persian word *dulband* (a turban). The first direct notice which we possess of the tulip in Europe dates from the latter half of the sixteenth century when Gesner, the celebrated botanist of that century, saw a specimen in the garden of a rich patrician of Augsburg. The Dutch have notoriously made a speciality of tulip culture, and have produced many new varieties, some of which fetch enormous sums. We are likewise indebted to Turkey for the lilac, the Oriental hyacinth, which came to Venice from Bagdad, and for the imperial lily (*Fritillaria imperialis*)—originally a Persian flower—for the

ranunculus, the balsam, and the stock. To the Turks also we are indebted for several trees, such as the horse-chestnut, a tree which is said to have taken its name from the fact that the Turks cured their horses' coughs with its fruit.

From America, North and South, we have received so many gifts, which we have already acclimatized, that they would require a whole chapter to themselves; nor is the supply yet exhausted, for many parts of the great southern continent are even yet unexplored, and orchid collectors, among others, hope to add rare specimens to their collections from this source. The wild vine (*Vitis Labrusca*) that charms us by its autumnal ruddy hues, but, unlike its congener, beloved of Bacchus, which in ages long since passed flourished wild in the Caucasus, produces no fruit to cheer the heart of man, is at home on the banks of the Mississippi. Other gifts from the western continent are the Lombard poplar, the North American acacia, the tulip tree, and the handsome and fragrant magnolia, a native of the tropical America, which has, however, accommodated itself to our less genial climate. For our contribution to the civilization of America, of wheat, cattle, and horses, we have received the turkey, maize, the potato, tobacco, and the Opuntian cactus, which forms such a striking feature in the flora of the Mediterranean and has come to be looked upon in the countries adjoining the coasts of that sea as indispensable to the diet of man and animals as the potato is to more northern nations.

The guinea fowl (*Gallina Africa*) occupies a singular place in the history of our domesticated birds. It was known to the ancient Romans and Greeks as a delicacy imported from Africa. Captain Speke, in his description of his expedition in search of the sources of the Nile, speaks of this bird as the commonest of the fowls that he met with. The Roman writer Varro speaks of guinea fowls as of a new importation, and characteristically regards the fashion of serving them up at table as a sign of degeneracy. But with the fall of the Roman Empire all mention of the guinea fowl ceases; the Middle Ages seem to have been ignorant of its existence. After a thousand years the Portuguese discovered it anew in their explorations of the coast of Africa and introduced it into Europe. The guinea fowl has been introduced to our great Dominions under the Southern Cross, and there is every reason to hope that it may multiply and become a useful addition to the sportsman's bag in Australia, for it roosts in trees and therefore cannot be easily attacked by snakes, as partridges and pheasants unfortunately are attacked.

It is pretty certain that most of the animals and birds which were worth domesticating have been domesticated, but it is worth noting that the ancients seem to have made attempts to domesticate some few birds and animals which we have discarded. We know from the pictures on Egyptian monuments that the natives of Egypt had tamed a large waterfowl of the heron kind to be as companionable as our domestic fowls. We know, too, that the Romans kept cranes, storks, swans, and, of smaller birds, partridges and quails in the courts round their houses, partly for their amusement and partly for the table. After the advent of Christianity the faithful were forbidden to eat storks, to which birds a special sanctity was attached, though the interdiction extended to beavers, hares, and horses. In 757 A.D. Pope Zachary writes to St. Boniface: "Jackdaws, crows, and storks are forbidden food to Christians, but beavers, hares, and wild horses (*equi silvatici*) are even more to be avoided." At the present day we look to distant countries to replenish our larders with game. Paris sends to Algiers for its partridges, Leadenhall Market offers for sale countless willow grouse from Norway and Sweden, partridges and hazelhens from Russia, and even from far Manchuria, and crates of rabbits preserved by cold storage come to us from Australia. Grouse, on the other hand, are exported in the same way to the countries under the Southern Cross, and they fetch large prices, as may be expected when we reflect that our red grouse is peculiar to the British Isles.

COLONIAL AND FOREIGN NOTES.

FRANCE.

We will lay any odds that Berlin is watching our attitude towards Continuation Schools as carefully as our prevision for trade after the War. We will lay any odds that

Berlin chuckled when, a few weeks ago, an important Conference passed a solemn resolution that employers should allow their employes up to the age of seventeen years to attend continuation classes. So far have we got after twenty years of propaganda—twenty years in which Germany has probed and practised Continuation with ever-increasing earnestness! While England slumberously observes that if children are to go to school their employers must let them go, France is waking up. *L'Educateur* (VIII, 3) publishes an article by M. Salomon on "L'apprentissage et l'enseignement social," which exhibits French opinion. At present, we learn, out of 600,000 adolescents engaged in industry or commerce, only 30,000 are receiving vocational instruction. Manual work must be rehabilitated by being accorded a place of honour in the primary school. A *préapprentissage obligatoire* (stage of generalized vocational instruction) for those from twelve to fourteen years of age should be established. In this stage pupils would wisely begin to specialize according to their aptitudes. But vocational instruction alone is not enough: "S'il importe de préparer à une profession toute l'adolescence, il faut aussi cultiver tout l'adolescent"—Vocational instruction for all the adolescent, and for every one of them complete education! That must be the war-cry in England as in France, where the Government is moving. It is reported that a "projet général d'enseignement post-scolaire obligatoire" (a general scheme of obligatory Continuation) is one of three subjects submitted by M. Painlevé, Minister of Public Instruction, to be studied by the Conseil supérieur. At whatever conclusions the Conseil supérieur may arrive, it will bring to bear on the matter what our Board of Education has never shown in respect to it—intelligence!

Let it not be thought that we fling cheap accusations at tongue-tied authorities. We ask a pertinent question. **And the "Ladder."** Has the Board during the last twenty years written on the slate of each new Minister of Education the words: "S'il importe de préparer à une profession toute l'adolescence, il faut aussi cultiver tout l'adolescent"? Or, when did it begin to write them? And surely the Board should lay before Ministers and other politicians such information as might enable them to speak intelligibly on educational topics. Your Minister begins with "National Education"; in the next sentence he is off to the "Ladder." Now whilst the "Ladder" (up the rungs of which merit climbs to eminence; the theory of it is a theory of *selection*) may properly and conveniently exist within a system of National Education, the "Ladder" is no substitute for National Education—when offered as a substitute, it becomes an object of derision. Curious the difference between England and Germany! *Freistellen* (free places) there have met with little favour, the parent who pays higher-school fees in order that his son may serve as a One-year Volunteer or study at the University being jealous when the same privileges are gratuitously or cheaply got by the children of the poor. Here *Freistellen* are balm for the national conscience. They help us to conceal from ourselves that we are keeping the home-fires of Industry burning with the fat of our children. As we have been told lately, 90 per cent. of the boys and girls in England who reach the age of fourteen get no further education. In the remaining 10 per cent. are included, be it remembered, the chosen few who are climbing the steps of the "Ladder" beyond the primary stage. The step from the primary to the secondary school in France—for France, too, has some sort of "Ladder"—is the second of the three subjects referred by M. Painlevé to the Conseil supérieur. Under the rubric "Corrélation entre les enseignements primaire et secondaire" it forms the theme of an article by M. T. Suran in the *Revue Universitaire* (XXV, 8). M. Suran, who is himself a member of the Conseil supérieur, has certain administrative changes to propose. Most interesting to us is his revelation of the present state of affairs in France. Whilst in principle secondary education there is open to all whose natural gifts are above the common, it was found that of 100 *boursiers d'internat* (boarding-scholarship holders) in *lycées* and *collèges* 21 were the children of primary teachers (already exempt from day-school fees) and 40 the children of Civil Servants or petty officials; hardly more than 5 were the children of peasants and about 7 the children of working men. Truly an admirable "Ladder"!

The third of the three subjects put by M. Painlevé before the

Secondary Education for Girls.

Conseil supérieur is Reform of the Secondary Education of Girls. He proposes not a revolution, but an adaptation to present needs. The subject is examined, also in the *Revue Universitaire* (XXV, 8), by Mme. Suran-Mabire. She sees that the learned lady remains a woman. Sewing must not go! "Supprimer la couture ferait bondir, non sans raison, toutes les familles. Une femme, fût-elle avocat ou médecin, a toujours besoin de coudre un bouton, de raccommoder un bas, et, si elle devient mère de famille, de broder une collerette." France, we know, looks to the Baccalauréat as a chief sanction for the Secondary Education of its girls. But there are others as yet undiscovered. If only our Board of Education could be got to study Sanctions!

GERMANY.

If, as we have said, Germany has no absolutely watertight bulk-head between primary and secondary school, she has nevertheless a barrier insuperable enough. Just here foreign critics have seen a weakness; for so the higher learning and State careers are kept from the poor, to be bought by the well-to-do. Just here she is beginning now to suspect a flaw. In 1914, a short time before the War, Kerschensteiner, at the *Allgemeiner Deutscher Lehrertag* at Kiel, obtained a vote in favour of the reorganization of the school system upon the basis of a unifying of the school. The *Einheitsschule* ceased then to be a chimera. Men of authority, such as Lietz, Rein, and Natorp, gave it their support. And now, looking to the future, many Germans see in it a possible source of increased strength. The position may be made clear by means of a letter, written in March of the present year, to the *Vossische Zeitung* by Rudolf Eucken.

Eucken admits the need of a thorough reform: the right of the children of the rich to have access, solely because they are rich, to middle and higher culture must be definitely abolished. Radical or moderate reformers, he says, alike herald the same solution—one school up to twelve years of age for all children of every social class; then secondary education reserved for those of more than common gifts, and covering six years instead of nine. But the Radicals wish that the selection should be made by the School itself, without appeal, and that the resource of secondary education got from private schools or private teachers should not be open to parents; the Moderates hold that the School, not entitled to pronounce finally, should but advise the parent, and they would allow private education to remain with unimpaired liberties. Common to both parties is the contention that the secondary school should draw its pupils from the primary (not from a preparatory school, *Vorschule*); that its task should be to continue and perfect what the primary school has begun—a task to be completed in a much shorter time than the present secondary school requires for its work. But Eucken sees difficulties. It is uncertain whether the proposed system would not lower the general level of attainment; whether teachers would not be overweighted with the responsibility imposed on them by the duty of selection; whether natural gifts are to be justly and finally estimated by school success; whether the new school would not mean the destruction of many precious traditional standards; and whether there would not necessarily spring up beside it a crowd of private rivals, giving birth to a new social caste. The *Einheitsschule* is itself an unsolved problem, and not the solution of a problem.

The Report of the Proceedings of the *Deutscher Lehrerverein* at Eisenach in June exhibits strong support for the *Einheitsschule*. That the abolition of the present *Vorschulen* (preparing in three years for the secondary school) would not swamp the primary schools is proved by the fact that in Prussia in 1914 there were only 36,674 *Vorschüler* to more than six and a half million pupils of the *Volksschule*. The Socialists are hot for the unified school. What the ultimate decision of Germany, where there is much deep-rooted attachment to the present system, will be, we cannot say. Important is the growth of opinion that the secondary school, giving a literary education, should be freed from the presence of those for whom a literary education is inapt. We may assume that, if the reform is consummated, the discarded elements will be provided for in *Fortbildungsschulen* (continuation schools). War has brought those trusty educators, the lathe and the forge, into prominence.

UNITED STATES.

New York State has established a Military Training Commission, constituted of the Major-General commanding the National Guard, a member appointed by the Board of Regents, and one appointed by the

Military Training in Schools.

Governor. This Commission will recommend to the Board of Regents the establishment in schools of "habits, customs, and methods best adapted to develop a correct physical posture and bearing, mental and physical alertness, self-control, disciplined initiative, a sense of duty, and the spirit of co-operation under leadership." In appearance the object is that approved by the now famous Resolution of the National Education Association: a military training "strictly educational in its aim and organization." To the more pacific of the Americans, however, it is sheer militarism—a scheme to be met with hot protests and firm resistance.

Germane to certain discussions in Europe is an article in the *School Review* (XXIV, 8), headed "Making the High School Democratic." Words recently uttered by a high-school man are quoted with approval:—"Our mission is not scholarship but service, not books but boys, not culture but citizens, and in America always was, though we who should have known it best were ignorant of it. No city collects its taxes and supports us for the care of anything but its children. We are no skimmers of the community's cream, but the caretakers of the youth. We are not perpetrators of a classic culture, and no one hires us so to be; but we are in the business of helping boys to grow to men, girls to women, all able and disposed to advance the general good." In New York City the enrolment in high schools has risen in ten years from 30,000 to 80,000. Such a growth, says the writer of the article, should not be discouraged by any diagnosis in advance that children are not mentally equipped to shine in scholarship.

The United States continues to test education with the balance and the foot-rule—although there are things which cannot be weighed or measured. For example, a chart has been prepared to indicate the different relations that exist between scholarship, that is to say, success with school studies, and increase in height and weight (*Journal of Educational Psychology*, VII, 7). This is a specimen of the results obtained: "Boy F has a positive correlation between scholarship and weight increment for three years, and between scholarship and height increment for one year only. Boy J has a negative correlation between scholarship and height increment for three years, but scholarship and weight increment are negatively correlated during one year only. For Boy U the scholarship and the height increment have a mixed relation." Statistics of the height and weight of the Fat Boy in *Pickwick* at various stages of his career would still be interesting had they been preserved. Yet we would not seem to speak lightly of inquiries which may prove ultimately to be of real scientific value.

NEW ZEALAND.

New Zealand is a cheerful land, and its Education Report for 1915, the first year in which the new Education Act was operative, is cheerful in tone. It was war-time, yet it was found possible to carry on the work of education with but little hindrance. If many teachers enlisted, their places were filled and no schools had to be closed. Economy was prudence; but if progress was in some directions hampered for lack of means, the children were learning precious lessons in patriotism and self-sacrifice. Teachers were graded on a new and satisfactory system; salaries showed an upward tendency. There was an increase of 37 in the number of public primary schools. With an attendance of 90 per cent. of the roll New Zealand gave an example to other Dominions and to the home countries, even Scotland being surpassed. The admirable *School Journal* completed its ninth year of issue. Four medical inspectors and eleven physical instructors were continually at work, devoting much time to the instruction of students in Training Colleges. Elementary handwork and higher manual instruction were carried on in an increased number of schools. The National Endowment of land yielded more than £55,000.

Secondary education was communicated in (37) secondary schools, (61) district high schools, (8) technical high schools, (10) Maori continuation schools, and in private institutions. Per 10,000 of population 105 were receiving some form of secondary education as against 98 in the previous year. New Zealand is famous for the extent in which secondary education is free. In all there were approximately 9,500 pupils enjoying free secondary education in the Dominion, and in 31 schools giving free tuition 93 per cent. of the enrolment paid no fees. An interesting chart—did our space allow we would reproduce it—shows how free education can be got from the lowest to the highest stage. It is a "ladder" of unusual width. As elsewhere in Britain—for lack of sanctions—boys and girls leave school at too early an age. The average salaries in secondary schools in 1915 were for prin-

cipals: Men £585, women £436; for assistants: Men £266, women £187. As to the instruction, we observe with interest that an increasing number of schools were using a modification of the direct method for the teaching of Latin. In practically all the endowed schools individual laboratory practice is a conspicuous feature of the science teaching.

CHRISTMAS BOOKS.

Tales of the Great War. By HENRY NEWBOLT. (6s. net. Longmans.)—The stories are told, as far as possible, in the words of the actors themselves, and the manuscript has been read by two great Admirals and one great General, who have made corrections and additions. We quote from the introductory *Letter to a Boy*, who is assured that he may take this book to be as accurate as anything yet written. With Sir Henry Newbolt for author, there is nothing to add save that the tales include the destruction of Ypres, the battles of Coronel and the Falklands, of the Marne and Aisne, the war in the air and the battle of Jutland. The tales are told without embroidery, as the author of *Admirals* All alone can.

The Ages of Man. An Anthology relating to Every Year of a Man's Life. By CHARLES SAYLE. (7s. 6d. net. John Murray.)—Dutiful nephews and grandchildren are often at their wits' end to find an acceptable present for their venerable uncle or grandsire, and here is a *livre de luxe* that, if the relative, like most gentlemen of an older generation, retains some tincture of antiquarian lore or of the Latin and Greek he learnt at school, will exactly meet the case. The author has winnowed a mass of material compiled during many years, and he gives us quotations varying from a single line to several pages for every year of a man's life from one to a hundred and twenty-eight. After that we pass by leaps and bounds to the semi-mythical and mythical, without any marked distinction. Thus, for 127 we have, Sarah died; for 140, Galen; for 152, Thomas Parr; for 169, Henry Jenkins. Metchnikoff is his chief authority, but there is no attempt at criticism. There are a number of Greek epigrams from the anthology, but of these only one is translated. Of special interest is page xiii, *A Speculum Etatis Hominum*, leonine verses from a MS. in the Cambridge University Library. A couplet may serve as a specimen. Juvenis is asked, "En sublimatus in quo sis quaero beatus?" and answers, "Naturae decore neve nisi gaudeo flore." (The second line is a puzzle.) The author somewhat rashly invites his many friends to furnish happy quotations. He will have such an *embarras du choix* that we will not accede to his request: but we may venture one slight correction. The M. J. P. Flourens, quoted on the introductory page for *The Ages of Man*, must be the French academician P. J. M. Flourens, famous for his paradox that man began a second youth at sixty.

Jim and Wally. By MARY GRANT BRUCE. (2s. 6d. Ward, Lock.)—The War forms the frame for this harmless and pleasantly written story of Irish life. Jim and Wally are two Australian lads who are taken to Ireland to recover from "gassing" in the battle of the Marne. They are escorted thither by Mr. Linton, the prosperous owner of Bullabong, with which Miss Bruce's readers are already familiar, and his daughter Norah, an admirable type of the colonial girl. In mid-channel they are chased by a submarine, which they evade by constant tacking, and receive the blessings of a venerable priest returning after two-score years of missionary work, who sings his *Nunc dimittis* in sight of his native land. The pictures of Irish life make pleasant reading, but are somewhat conventional, and we suspect that Miss Bruce has never herself thrown a fly. The epilogue brings us back to war, and the raid on a secret cave which serves the Boches as a store for petrol, crowns all the characters, Norah included, with undying fame. Sir John O'Neill, a hunchback squire of high degree, plays the part of the old priest.

Dreadnoughts of the Dogger. By ROBERT LEIGHTON. (3s. 6d. Ward, Lock.)—Mr. Leighton has delighted many a young reader in past years with his stories of adventure far afield. Now he gives us a sea story of the present War, and the knowledge that such happenings are going on about us while we read adds a fresh element of excitement to his descriptions. Some sea scouts on the one hand, and a German spy and his son on the other, are the central figures in the story, and the opening is not flattering to our self-love. The Germans outwit the English over and over again, and at the beginning of submarine warfare have it mostly their own way. The German boy, who has been brought up in England and imbued with some sturdy British virtues, is soon sickened by the brutality of his country's method of waging war, and finally abjures the Fatherland and all its works. There are numerous illustrations of an effective kind.

The Empire in Arms. An account of the British Army, the British Navy, and the Indian and Colonial Forces: their Work, Weapons, and Organization for War. Edited by HERBERT STRANG. (Henry Frowde and Hodder & Stoughton.)—Histories of the War, full and brief, learned and simple, we have had in scores, but this is a new and successful attempt to present in a popular form the military and naval changes in arms, strategy, and tactics that the War has so far brought about. These are not only illustrated by drawings and photographs, but illuminated by apposite narratives and anecdotes drawn from letters published and unpublished. Thus, the origin of the submarine is traced to the American Civil War, though its history does not extend to the recent crossing of the Atlantic. The two glossaries of army and navy terms are a useful addition, but they might be indefinitely extended. Thus, we miss "barrage" and "curtain fire," and "tanks" doubtless will appear in a new edition.

My Book of Beautiful Legends. By CHRISTINE CHAUNDLER and ERIC WOOD. With twelve Illustrations in colour by A. C. MICHAEL. (6s. Cassell.)—Half a century of legends—Greek, Norse, and medieval—are here retold for young children: some, as *The Labours of Hercules*, occupying some fifty pages, and others but a page or two. The least successful are the Greek. The best of these have been told by Kingsley in a way to satisfy both scholars and the young, and they have been freely modernized by Hawthorne and many others. Even children should distinguish the gods of Greece and Rome, and we revolt when Hercules, "a man of honour," puts a cushion on his shoulder to relieve himself of the burden of the heavens, and calls out to Atlas as he swings out across the mountains to fetch the golden apples, "Hurry up!" Again, we think that the legend of *The Coming of Arthur* had better be read as it is told in *Idylls of the King*, and that of *The Pied Piper* as it is told by Browning. We should be loath to affirm that all these legends were believed by the peoples among whom they originated or grew. The most attractive feature is the illustrations.

Stories of Great Sieges. By EDWARD GILLIAT. (2s. 6d. Seeley.)—We welcome this cheap reprint of Mr. Gilliat's excellent volume, *The Romance of Modern Sieges*.

Stories of Russian Folk-Life. By DONALD A. MACKENZIE. (2s. 6d. net. Blackie.)

These seven tales of Russian folk-life carry us from the days of Peter the Great down to the present War. We start with the heroic resistance in the Duklar Pass, and next a convalescent soldier tells, in the balcony of a hospital overlooking the city, the fairy tale of the Lady of Moscow and her wooing—a variant of *The Sleeping Beauty*. There is little distinctively Russian. The best of the tales is on the old theme of an escape from the wolves, in which the devoted follower of Gordon, the famous Scotch general of Peter the Great, loses his life in rescuing Gordon's young daughter. There is little attempt to suggest the darker side of the mujik's life, and it is a bold venture to give a résumé of Russian history and ethnography in some thirty pages. There are excellent illustrations.

With Joffre at Verdun. By Captain F. S. BRERETON. (3s. 6d. Blackie.)—We first made the acquaintance of Henri and Jules, the heroes of this story, in Berlin, on the outbreak of war. They are promptly consigned to Ruhleben, where they have a sufficiently bad time without undergoing its worst horrors. They escape, join the French Army, and are at once sent to Verdun. They take their full share in the defence and do credit to their mixed French and English education. Both in the escape, and still more after they have joined, there are many exciting scenes described with Captain Brereton's usual skill. The two maps showing the French lines are welcome reminders of the positions of various villages whose names are now familiar. There are some good illustrations by Arch. Webb.

A Naval Venture. By T. T. JEANS. (6s. Blackie.)—This "War Story of an Armoured Cruiser" gives a lifelike picture of some of the naval experiences in the Eastern theatre of war. Tragedy and comedy, not to say farce, are wonderfully mingled; it is perhaps as well that the landing on Gallipoli and the evacuation of Suvla Bay, to say nothing of countless minor incidents fraught with difficulty and danger, should appear with a background of endless laughter and practical jokes on the part of the "Snotties" of H.M.S. "Achates," though it is somewhat bewildering to an outsider. Without such relaxation, which is in abeyance only in the most critical moments, such work and such deeds would be impossible even to a British Sailor. Fleet-Surgeon Jeans may be congratulated on an excellent piece of work. It is well illustrated in monochrome by Frank Gillett, and has a clear sketch map of Gallipoli and the Dardanelles.

Burton of the Flying Corps. By HERBERT STRANG. (3s. 6d. net. Hodder & Stoughton.)—This is not one connected story but several

incidents of a thrilling nature in the career of Burton of the Flying Corps. They start in England and continue in France, the Aegean, Macedonia, and end in France again. Burton is a person of ideas, and under the pressure of danger is quick to evolve some plan of escape. This convenient faculty is not allowed to rust for want of use, and his exploits make up an exciting volume. Burton is a modest person and we fear he would be annoyed at being introduced—to anyone—as "Burton V.C., D.S.O.," but this is a detail. There are some effective illustrations in colour and black and white by C. E. Brock.

Through the Enemy's Lines. By HERBERT STRANG. (2s. 6d. net. Hodder & Stoughton.)—Roger Burnet's adventures make a capital story. He has some valuable assets to start with. His father lived for many years in Mesopotamia, and made firm friends with some of the Arabs. As he kept Roger with him for a long while, the boy learns to speak the Arab and other native languages, and thus, when in the summer of 1916 he sets his heart on joining the British forces somewhere, he has much to help him in getting through the enemy's lines. Even so the difficulties and dangers are many, and it is only by devising and carrying out most ingenious plans that he succeeds in reaching part of the Mesopotamian army, to which he returns after leading a detachment to the rescue of a mixed Indian and Arab force besieged amongst the hills. There are some spirited illustrations.

The Russian Story Book. Retold by RICHARD WILSON. Illustrated by F. C. PAPE. (7s. 6d. net. Macmillan.)—Mr. Richard Wilson has travelled much in the realms of gold, but the ideal interpreter of Russian Sagas has not swum into his ken, and he hopes some day to see these sagas told for English readers by some Russian Chapman and illustrated by a Russian artist. Meanwhile he has selected and told, in his own language, the cycle of legends connected with Kiev and Novgorod, and the exploits of Ilya, the Russian Heracles, Samson, and Lancelot woven into one, and of other native heroes. These stories are told for youths and maidens in their early teens, and profusely illustrated by Mr. Papé. Much has been already done in this direction by English scholars, not mentioned by Mr. Wilson in his introduction, and we may hope before another Christmas to see his wish fulfilled; meanwhile our boys and girls will gratefully accept his foretaste as a prelude.

(1) *A Girl Munition Worker* (3s. 6d.); (2) *The Unknown Island* (3s.); (3) *A Canadian Farm Mystery* (5s.). By BESSIE MARCHANT. (Blackie.)—The three girls who are the heroines of these stories are placed in very different surroundings, but are all of the type so often sketched for us by this popular writer. Frank, fearless, and competent, with an honest desire to do their best whatever it may be they have to tackle. If we add that they are invariably seized with misgivings as to the wisdom of what they do at the most critical moment, and that this is a little provoking to the reader, it does not make them less true to life, and, after all, if they fail for the moment through indecision, they save the situation in the end. *The Girl Munition Worker* will specially appeal to many at this moment; she is an attractive person and loses our sympathy only when she discusses Dick Ferris with such perverse and unreasonable contempt. In *The Unknown Island* Winnie and the boys divide the honours, and their adventures are interesting; they show great pluck and resource in their perilous situation. Pam, the heroine of *The Canadian Farm Mystery*, shows almost superhuman versatility. That a young London bred girl, doing governess work at home, should so instantly fall into the ways of a Canadian farmer is at least improbable, even with all the help given by her neighbours. The story would bear some curtailment, but is well written. All the books are illustrated, the last has some effective pictures by Cyrus Cuneo.

All about Inventions and Discoveries. By FRANK A. TALBOT. (6s. Cassell.)—This is an eminently practical book. The climax is reached in the foundation of the Singer Sewing Machine Company, which in 1896, so we are told, reached a total of nearly a million machines per annum. We read little of the true discoverers, the Master Builders who laid the foundations which enabled lesser men to turn them to account and to reap by their practical inventions colossal fortunes, but much of the Westinghouse brake, the typewriter, and the cinematograph. Much of this will be new and interesting to young readers.

The Little Wee Cupid. By NANCY HAYES. (1s. net. Cassell.)—This small picture story book has been plentifully and daintily illustrated by Miss Florence Mary Anderson, both with coloured plates and any number of black and white drawings of fairies and the like. Children will enjoy the recital of Cupid's adventures in his search for the magic star dust he has failed to guard, and probably not object to his persistent repetition of the epithet "little wee" which somewhat palls on the older reader.

Chuckles. Pictures by A. E. KENNEDY. Verses by JESSIE POPE. (2s. 6d. Blackie.)—A little book of black-and-white and brightly coloured pictures of animals under all sorts of conditions. Most of the pictures have attractive little verses in explanation. We wonder why, in a central section of the book, the eyes of children and animals suddenly become of the golliwog type; otherwise the drawings are good and full of life.

Favourite Nursery Rhymes. Illustrated by FRANK ADAMS. (1s. Blackie.)—This contains the usual favourites and some of the less familiar, though no less pleasing, nursery rhymes. The drawings are clever and humorous, and the colouring specially good. Sometimes Mr. Adams verges on caricature at the expense of charm.

(1) *All Round the Farm* (1s.); (2) *Romps* (6d.) (Blackie.)—Gay picture-books of farm animals, very strongly sewn and suitable in every way for nursery wear.

For Little Chicks. (6d. Blackie.)—Very simple little stories and verses, plentifully illustrated for small children. We note one or two curious Nature study facts, such as that about the digestive methods of the star-fish, which seem a little out of place.

Pilot, and other Stories. By HARRY PLUNKET GREENE. Illustrated by H. J. FORD. (6s. net. Macmillan.)—We knew Mr. Plunket Greene could write as well as sing, but we hardly expected to see a child's story book bearing his name. Indeed we doubted whether, like Homer, this were not the work of someone else of the same name, but when we came on the magic words "the Fairy Lough," made more magic by Mr. Plunket Greene's special art, our doubts were dispelled. This is a delightful book, the first, we hope, of many more to come. Pilot, the Labrador retriever, the arch-deceiver, is irresistible. Olivia is true to the portrait of her asleep among the bluebells. Pat must be a relation of Pilot. David takes us to the real fairyland of Lough-na-Sheeha. *Iron Blue* brings us to a humorous earth again, and *The Birthday* points a wholesome moral. Nothing could suit Mr. Plunket Greene's stories better than Mr. Ford's imaginative illustrations.

The Luckiest Girl in the School. By ANGELA BRAZIL. (3s. 6d. Blackie.)—Miss Brazil is by now well known as a clever writer of girls' books. This is another brightly written story of schoolgirl days. Winona is a capable warm-hearted girl, who makes her way by practical rather than intellectual ability.

John of Daunt. By ETHEL TURNER. (2s. 6d. Ward, Lock.)—This is a story of ordinary family life out in Australia, affected to a certain extent by the War. It has plenty of go and vigour.

Tinkler Johnny. By AGNES GROZIER HERBERTSON. Illustrated by FLORENCE HARRISON. (2s. net. Blackie.)—A whimsical and attractive story concerning Tinkler Johnny and the strange folk he encountered. Miss Harrison's illustrations add greatly to the charm of the book.

Arabian Nights: Aladdin, Sindbad, Ali Baba. (1s. Blackie.)—A convenient little edition of these three tales, with good illustrations.

The Birthday Book of Balu. By AMY STEEDMAN. Illustrated by HELEN JACOBS. (2s. net. United Council for Missionary Education.)—A charming tale of Balu, a little Indian boy, and his elder sister Seela, and the kind "Missi Amma," who remembers his birthdays, teaches him and tells him of the Babe of Bethlehem. The drawings add greatly to the reality and attraction of this simple story.

Old-Not-Too-Bright and Lilywhite. By HAROLD SIMPSON. Illustrated by G. E. SHEPHEARD. (1s. Ward, Lock.)—An amusing little story in verse for tiny children: the pictures are needlessly grotesque.

More about the Squirrels. By ELEANOR TYRRELL. (3s. Nelson.)—Those who have read *How I Tamed the Wild Squirrels* need no persuading before they seize eagerly upon this sequel. It comes in response to inquiries and requests from many people and many lands, and we need only add that it has just the same charm as its forerunner, and the drawings by Miss Appleton are as sensitive and delicate and wholly delightful as before.

Thrilling Deeds of Valour. Stories of Heroism in the Great War. With Pictures in colour and black-and-white by CYRUS CUNEO and GORDON BROWNE. (1s. 6d. Blackie.)—Stories of heroism on all the fronts, related in a simple and telling manner, and quite admirably illustrated in colour by Mr. Cyrus Cuneo.

Blackie's Children's Annual. (3s. 6d. net. Blackie.)—The annual begins this year with a story by Mr. Algernon Blackwood, long recognized as a most sympathetic Olympian. Lively stories and verses follow by well-known authors. The colouring of the pictures is curiously varied; nothing could be more pleasing than Miss Anderson's "Child Nothing," a contrast to the crude colouring of some of Mr. Brock's pictures.

The Jolly Book for Boys and Girls. Edited by EDWARD SHIRLEY. (2s. 6d. net. Nelson.)—This is a thoroughly up-to-date *Jolly Book* for this year. It has heroic tales of the War, a serial story of children's adventures called *The Finders-out*, besides some old tales retold, and some favourite and familiar verses.

London Revisited. By E. V. LUCAS. (6s. net. Methuen.)—This is a new and revised edition of Mr. Lucas's popular *A Wanderer in London*. It must not be mistaken for a guide; it is the familiar and personal gossip of a literary man. Full justice, as we might expect, is done to Charles Lamb, and we have delightful pages from *Pepys' Diary*, but of the transformed London of to-day, the Government buildings in Whitehall, and the Clubs in Pall Mall, we hear little or nothing. There are sixteen illustrations in colour by Mr. H. N. Livens, the well known artist, in addition to many photographs.

The Boy's Book of Pioneers. By ERIC WOOD. (3s. 6d. Cassell.)—We welcome yet another Christmas book by Mr. Eric Wood, who has made himself a reputation as a popularizer for boys of doughty deeds and tales of romance, new and old. The twenty-one heroes and heroines here dealt with will in most cases be familiar even to the modern schoolboy, but (we confess to our shame) we had never heard of Annie R. Taylor, "the first Protestant missionary to make a resolute attempt to reach Lhasa." Even now we are not certain of her date. All we are here told is that "many years before her fellow-countryman Thomas Manning [Charles Lamb's correspondent] had journeyed into Lhasa." Mr. Wood is at his best when condensing such a narrative as that of Rajah Brooke. When he treats of the pioneers in science and invention, he is, let us say, not so successful. Of airships the human boy is likely to know as much or more than the author. Roger Bacon was not the first man to tackle the problem of flight, and we cannot tell why de Rozier and d'Arlandes are pronounced the first airmen after the Brothers Montgolfier had "when the people enthused sent up another balloon which was entirely successful." The schoolboy is likely to rank as equals Leonardo da Vinci, Santos-Dumont, Sir Hiram Maxim, and Count Zeppelin.

Herbert Strang's Annual. (4s. 6d. net. Henry Frowde and Hodder & Stoughton.)—The new volume contains some excellent stories. Naturally the War, and subjects connected with it, take up a fair share, but there is plenty of variety. Two amusing school stories lighten the tragic elements. Several articles dealing with war material in different shapes, such as the first use of bombs or grenades, the use of fire in warfare, the way in which the mine-sweepers work, the construction of a trench railway, salvage, and the history and use of Zeppelins, are of special interest. Many of the illustrations are extremely good. Cyrus Cuneo is most dramatic, and the frontispiece and "Salving the Cargo" are striking. The numerous black-and-white pictures are distinctly good, and the mule in "How the Army gets its Horses" deserves commendation. A very welcome book for any boy.

Cassell's Children's Annual. (3s. 6d. net. Cassell.)—A book to delight children; full of amusing stories and brightly coloured pictures, with verses in between. Some of the stories are very prettily told, "The Hide and Seek King" for one. There are fairy tales and other tales, something to suit every one's taste, and funny black-and-white pictures to make children laugh. It is a fine big book of two hundred pages, with large clear print for little readers.

The Blue Book of the War. Edited by HERBERT STRANG. (2s. 6d. net. Henry Frowde and Hodder & Stoughton.)—The Blue book begins with a slight sketch of progress compared with a year ago, and extracts from a letter or two which show the kind of spirit in which our men go into action. Then follow descriptions of some of the most noted actions of the War, such as Loos, the Dardanelles, the battle of Jutland, the French offensive in the spring of 1915, Verdun, Colonial wars, and the battles of our Allies; in fact, a wide range covering heroic deeds in all parts of the world. This will be inspiring reading for young and old alike. There are excellent photographs of guns, submarines, &c., and some spirited coloured pictures.

Ian Hardy Fighting the Moors. By Commander CURREY, R.N. (5s. Seeley.)—Last year we left Ian Hardy a senior midshipman, and we are promised next year the fifth and final volume of the Hardy saga. It is a rollicking yarn after the manner of Marryat. Ian is still a mid. on board H.M. frigate "Flora," but from his distinguished conduct against the Moors in Morocco, and in running down a slave dhow, we expect to take leave of him a Commander, like his gallant biographer. There is nothing that enables us to fix the date of this novel except that it is in the age of sailing ships, and therefore more than half a century ago; and the conscientious cadet will search in vain for the famous City of Mahayan. All the better, most will say, for a genuine Christmas book which will not be set as a holiday task.

(Continued on page 704.)

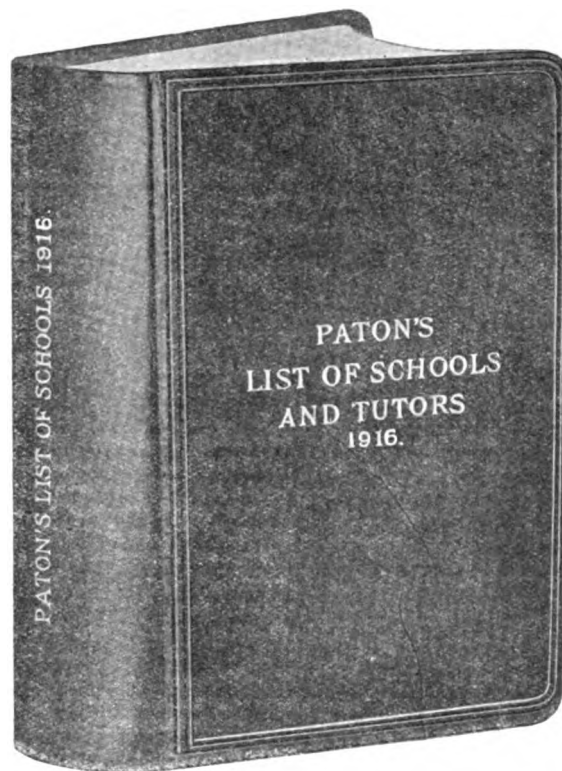
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English Nursery Rhymes. Selected and edited by EDNA WALTER. Harmonized by LUCY BROADWOOD. Illustrated by DOROTHY WHEELER. (5s. net. Black.)—This dainty volume will surely melt the heart of war-economizing parents. All the old favourites are here, though not all quite in their most familiar form. The simple accompaniments wisely include the tune, and the delicate and original pictures add a fresh charm to these old friends.

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The Maid Marvellous, Jeanne Darc. By MAGDALENE HORSFALL. (3s. 6d. Duckworth.)—No heroine of medieval times has inspired so much poetry and prose since Villon wrote of "that good Joan whom Englishmen at Rouen doomed and burnt her there," and it is a bold venture to weave yet another garland for Christmas time. Miss Horsfall accepts, without comment, the mythical element, and adopts the archaic style of the chronicles. The book will appeal to elder girls—we have "a liking old" for Mark Twain.

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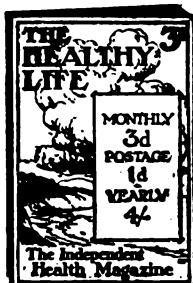
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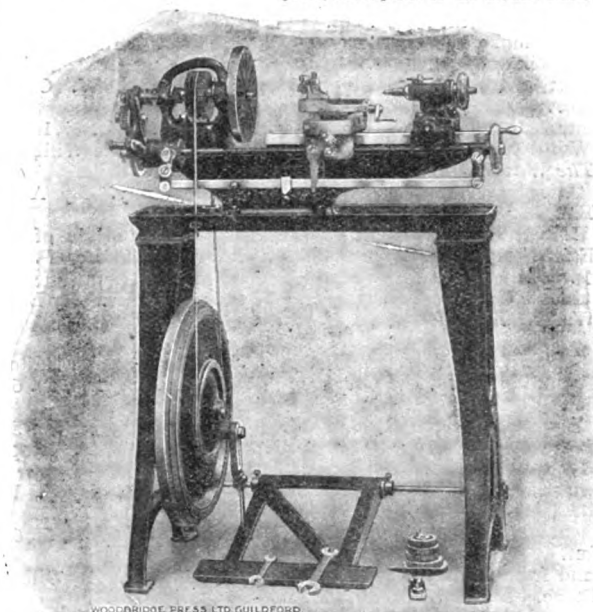
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A PROGRAM OF EDUCATION REFORM.

THE Education Reform Council was established in April as the result of a conference convened by the Teachers' Guild. Sir Henry Miers, Vice-Chancellor of Manchester University and formerly Principal of London University, is its President, Prof. Gilbert Murray and Dr. Michael Sadler are Vice-Presidents, Dr. William Garnett is Chairman, and Mr. G. F. Daniell is Honorary Secretary. The personnel of the Council, which numbers well over a hundred, is widely representative and includes many well known names. Detailed consideration of the various departments of education, such as administration, elementary and secondary schools, Universities, character training, research, training of teachers, and the training of women, is entrusted to sub-committees, membership of which is not restricted to members of the Council. Thus there have been many doctors called in to prescribe, and if the "program of education reform," recently published by the Council, represents their considered views, the document should carry weight and influence. Without suggesting that there has been any deliberate "window-dressing," we are disposed to think, however, that the Council is too large for effective discussion and that a wiser policy would have restricted membership to a limited number of representative educationists, prepared to "do their bit" in a great national cause by giving the necessary time and thought to the work. The "program" is admittedly incomplete, the work of the various Committees being still in progress; and the omissions, it must be confessed, impair considerably the value of the scheme of educational reform. Nothing is said, for example, on the general question of the examination of schools other than for the award of junior scholarships, nor on the influence of the system of Civil Service examinations on the work of secondary schools and Universities. If the war has exposed any defect in our national education, it is the need for increased attention to training and research in

applied science in our Universities. On this subject, also, the "program" is silent. The only other ground for general criticism is to be found in the studied vagueness of some of the paragraphs. Heaven knows that concentration of thought on educational reform is difficult enough at the present time for our politicians and the general public. What they want and would welcome is clear-cut advice and definite recommendations for reforms, urged with a certain demoniacal force. More or less self-evident and platitudinous propositions or expoundings of the obvious, such as "There should be increased provision for the care of children under school age, and steps should be taken to secure parental responsibility" (para. I, 5), or "Reduction in the size of classes in elementary schools is an urgent need" (para. II, 6), or "It is understood that the necessary arrangements will be made for religious and moral instruction" (para. V, 1), do not carry us much further on the road to educational reform.

The Council contemplate a drastic revision of the present educational scheme. Formal education should begin, they propose, at the age of five and a-half in "primary" departments or schools, and continue therein till the age of eleven and a-half, the pupils at about this age being selected by careful methods for secondary education or transferred to "middle" departments or schools. Education in these departments would continue to fourteen and a-half, and be followed by part-time "continuation" work for two and a-half years (until the age of seventeen) for an average of three half days per week or an equivalent period per annum. Not much is said as to desirable changes in secondary education except with respect to the development of the higher work and a greatly improved scale of salaries and pensions for teachers. As regards University education, the "program" strongly endorses the view advanced by the Consultative Committee that large additional funds should be provided by the State for scholarships for higher education. The amount suggested by the Consultative Committee—£329,500 per annum—is, in the opinion of the Council, not too large. This further encouragement of University education appears to be one of the most urgent and necessary developments of our educational system. The number of University students in England is far below the requirements, if we are seriously to fulfil our national and imperial obligations towards the advancement of learning and scientific and industrial development. There is much talk of State grants to provide capital for new industries. Why not invest a little more capital in the higher education of our people? Millions of public money are annually expended to ensure that every child shall have a modicum of knowledge. We establish an elaborate machinery of attendance officers to prevent the production of a few picturesque illiterates. But all the time our standards of education from the view-point of international competition are deplorably low. If more money is to be given for scholarships, however, the method of distribution is evidently of vital importance. The Consultative Committee appear to favour competitive examinations. "No practicable method of award for Scholarships for secondary schools can be suggested," they say, "which does not mainly depend upon competitive examination." A new terror for schoolmasters if £329,500 is to be scrambled for annually over and above the existing scholarship scrambles! We are surprised that this view should be expressed by a committee over which Mr. Arthur Acland presides; and we agree with the Education Reform Council that reliance should preferably be placed on school and examination record, probable career of candidates, and general personal fitness. The awards should be made, the Council suggest, by specially constituted Provincial Boards. We shall await with interest the further development of these ideas, which the final Report of the Council will presumably contain.

So much for the general system of elementary, secondary, and University education. A number of other important suggestions are made on special questions. For example, the Council urge strongly the need for encouraging research in education. They recommend the establishment of a central institute for educational research working in close connexion

with the Board of Education and the teaching profession. The formation of local research institutes and educational libraries by the larger Local Authorities should also be encouraged. Great stress is laid on the importance of the physical aspects of education—medical and dental inspection, adequate opportunities for play and physical exercises, and facilities for personal cleanliness. With the question of private schools we enter upon more debatable ground. "Worthy private effort in education should be encouraged." Agreed; but we question the wisdom or expediency of the recommendation that, "with proper safeguards as to efficiency and accessibility, schools under private management should receive State aid." Subject to proper inspection, the recognition of private schools might be carried a great deal further than is at present possible—in the direction, for example, of permitting scholarships awarded by public authorities to be tenable at private schools, and of providing for adequate compensation when the establishment of new public schools injures unfairly the prosperity of neighbouring private schools. But the direct subvention of private schools is a dangerous policy, the adoption of which would undermine the special virtues of private effort in education. The treatment which the London County Council have meted out to certain public secondary schools in London which have accepted a comparatively small local grant should be a sign and portent.

AN AMERICAN ON THE WAR.

MR. ROY W. HOWARD, so the *Times* informs us, is President of the United Press of America. He has returned to New York after a four months' tour in England, France, and Germany, in the course of which he was permitted to visit the opposing belligerents, and he contributes to the *Times* a record of his impressions of London, Paris, and Berlin, and the conclusions he has formed as to the prospects of peace. He starts with a panegyric of Lord Northcliffe as the man of all others who has from the beginning correctly forecast the War's developments, and is now urging the British to lay their plans for a war to last at least five years. But we may estimate his own powers of discrimination by his observation on England of to-day. "The tidal wave of patriotic fervour, which was Berlin's in the autumn of 1914," has at last reached England "after two years of muddling, stumbling, and blundering," and to-day in England "there is no business and no routine except the business and routine of making war. Peace as a topic of conversation is almost taboo." All we need here say is that this is not the England we know, nor the England as known to Lord Bryce and Mr. Page, nor is it the England as reported to America by independent observers of their own countrymen both here and on the continent. But our reason for calling attention to Mr. Roy Howard's article is not to contradict his statements or to dispute his conclusion, but to note the sad fact that the representative of the United American Press has not one word to say as to the origin of the war or the morality of the belligerents. Rightly or wrongly, Great Britain and her Colonies believe that they embarked on a Holy War to resist aggressive might, and are still resisting a piratical and lawless foe. In this faith they will fight on to the end. They believe, too, that they have already enlisted the sympathy of all neutral nations, and hope that this sympathy may be shown in deeds as well as words. They are assured that they already have won the goodwill of all disinterested Americans who have weighed the facts, and they have faith that sooner or later, when the barriers fall, Right will be found triumphant over Might.

THE Annual General Meeting of the Modern Language Association will be held at University College on January 9 and 10. The French Ambassador will deliver the Presidential address.

JOTTINGS.

LORD KITCHENER NATIONAL MEMORIAL FUND.—The Council are asking teachers to aid them in their efforts, and suggest that the Annual School Concert offers a suitable occasion. If teachers will acquaint the Joint Hon. Secretary, Sir Headley Le Bas (34 Norfolk Street, London, W.C.), with the probable date, he will present them with a special book containing music, recitations, playlets, &c. We gladly comply with his request to make this offer known.

THE School of Technology, in the University of Manchester, has invited Prof. Arthur Green to take charge of a new department for advanced study and research in the subject of coal tar chemistry, with special reference to the dye-stuff industry. He will be assisted by Mr. F. M. Rowe, Dr. Hepburn, Dr. Knecht, and other experts. The department is open only to post-graduate students.

THE Pass List of the London Matriculation Examination, September, 1916, shows, as might be expected, some falling off in numbers. In the First Division there are 38 names, 9 of them women, and 9 from the public schools. In the Second Division there are 255 names. On the other hand, the work of inspection and examination of schools has continued to increase, examinations for certificates having been held during the last session at 124 schools, with 1,659 candidates for the Senior and 726 for the Junior School Examination.

THE *University Gazette* for November gives an additional list of deaths of Members and Officers of the University, serving in the War, numbering 175 names, and a further list of distinctions conferred on former cadets of the University of London O.T.C.; among these is the D.S.O., won by Lieutenant F. Sowrey, of the Royal Flying Corps.

THE attack on Prof. Etche in the House of Commons on November 9 is justly characterized by the *Spectator* as a flagrant example of spy-hunting gone mad. Herr Etche left Germany so long ago as 1872, to escape from the oppression of Prussianism, and he has since devoted most of his leisure time to the compilation of a catalogue of the Persian MSS. in the British Museum, declining repeated offers from Berlin of a Chair in Persian. In return for this gratuitous labour, which no English scholar was able or willing to undertake, it was seriously proposed by some ignorant fanatics in the House to intern our aged German benefactor.

THE appeal on behalf of two and a half million Belgian children by Sir C. C. Wakefield, the ex-Lord Mayor, backed by the Archbishop of Canterbury and the recognized heads of the leading Christian churches in Great Britain, needs only to be known to command support, but in the multitude of charitable causes it may be overlooked. Subscriptions should be sent to the National Committee for Relief in Belgium, Trafalgar Buildings, Trafalgar Square, W.C.

SEX EDUCATION.—A Research Committee of the Society of Education has undertaken an inquiry the object of which is, by means of a *questionnaire*, to collect from adults information as to the ways in which they as children became aware of the facts of sex, birth, and parenthood. Application for the *questionnaire* should be made to the Secretary, 9 Brunswick Square, W.C., and answers should be filled in and returned anonymously.

A CORRESPONDENT writes: "Having seen severely criticized the following arithmetical problem set in the last L.C.C. Junior Scholarship Examination (age eleven), I gave it to a class of some seventy-five training college students. Of these only 8 per cent. gave correct solutions, 50 per cent. were hopelessly at sea, and some, among them an Oxford graduate, pronounced it insoluble. Miss Robinson, who cycles to business every morning at nine miles an hour, regularly passes at the same spot Miss Jones, who walks three miles an hour. One morning Miss Robinson passes Miss Jones a quarter of a mile further along the road than usual. Supposing Miss Jones is punctual, how many minutes late is Miss Robinson?"

THE Council for the Study of International Relations announce two public lectures on December 1 and 7 on "The British Commonwealth," by Mr. Philip Kerr, and on "The Difficulties of International Organization," by Prof. Ramsay Muir, at Bedford College, Regent's Park, at 5 p.m.

THE death of Dr. John Todhunter, which took place on

October 25 at his residence in Bedford Park, in his seventy-eighth year, removes a man who was loved and trusted by the older generation of poets and playwrights. Like the Poet Laureate he was trained, and for several years practised, as a doctor, but his bias from the first was literary, and from 1870 to 1874 he was Professor of English Literature in Alexandra College, Dublin. His later poems expressed with grace and tenderness the Celtic Revival, and in one of his many plays, *The Black Cat*, he hit the popular taste. His translation of Heine's *Book of Songs*, published in 1907, was reviewed by us at the time, and, though it fails where all must fail, it comes far nearer to the original than either Leland's limping rimes or Sir Theodore Martin's facile fluency.

Two scholarships of £75 each are offered by *The Common Cause* (the organ of the National Union of Women's Suffrage Societies) to women who wish to qualify for positions as industrial chemists. Preference will be given to students willing to study at the Imperial College of Science and Technology, South Kensington, or the School of Technology, Manchester. Applicants, who must have a Science degree or its equivalent, should send in their names to the Scholarship Secretary, *The Common Cause*, 14 Great Smith Street, London, S.W., giving full particulars of their qualifications and of the course of research which they wish to pursue.

THE Annual Meetings of the Incorporated Association of Assistant Masters in Secondary Schools will be held on Wednesday and Thursday, January 3 and 4, 1917, at University College, Gower Street, London, W.C. On the first day, the Council of the Association will meet at 9.45 a.m., and on the second day at 9.45 a.m. and 2 p.m. The Annual General Meeting of members will be held on Wednesday, January 3, at 2.30 p.m., and the meeting will be addressed by the Right Rev. Bishop Welldon, Dean of Manchester. It has been decided that the Annual Dinner shall not be held this year.

THE fifth Annual Conference of Educational Associations will be held at the University of London from January 1 to 6, 1917. Meetings have been arranged by 23 Associations. The Inaugural Meeting will be held on Monday, January 1, at 3 p.m., when the Master of Balliol will give an address and Sir Henry Miers will take the chair. The meetings this year will be of special interest, as many of them deal with proposed educational reforms. A Publishers' Exhibition will be held as usual in the East Gallery. The following associations will take part in the Conference:—Art Teachers' Guild, Assistant Mistresses, Child Study Union, Civic and Moral Education League, College of Preceptors, Dalcroze Society, Domestic Subjects Teachers, Education Reform Council, Friends' Guild of Teachers, Froebel Society, Geographical, King Alfred School Society, Manual Training Teachers, Modern Language, Montessori Society, National Home Reading Union, Parents' National Education, Private Schools, Regional Survey Committee, Royal Drawing Society, School Nature Study Union, Schools Personal Service, Science Teachers, Simplified Spelling Society, Society of Education, Teachers' Guild, Training Colleges, Union of Private Governesses.

THE Annual Meeting of the Dalcroze Society will be held at the London University on Tuesday, January 2, at 5 p.m. The Rev. the Hon. Edward Lyttelton, D.D., will preside. Subject of discussion: "Dalcroze Eurhythmics as a School Subject."

IN connexion with the present campaign for the preservation of infant and child life, the governing body of the Battersea Polytechnic have arranged for a public lecture to be given by Dr. Saleeby. The lecture will be entitled "The Saving of the Future," and will be held at the Battersea Polytechnic, Battersea Park Road, S.W., on Thursday, December 7, at 7.30 p.m. No tickets of admission are required, and a cordial invitation to be present is extended to the general public.

ROLL OF HONOUR.—Captain A. Addenbrooke, Warwick Regiment, Assistant Master at Epsom College; Lieut. E. I. Barrow, South Lancashire Regiment, attached East Lancashire, Assistant Master at Modern School, Luton.

By the Rhodes Estate Bill the funds hitherto devoted to providing fifteen scholarships of £250 a year for German students at Oxford will be devoted to providing twelve of £300 a year, tenable by students from within the British Empire.

MR. C. W. KAYE, Head Master of Bedford Modern School, has been appointed Head Master of St. Bees.

REVIEWS AND MINOR NOTICES.

Sadoletto on Education. A Translation of the *De Pueris Recte Instituendis*. By E. T. CAMPAGNAC and K. FORBES. (7s. 6d. net. Oxford University Press.)

It is characteristic of the translators that they should choose this time of all others to bring Sadoletto to the notice of the English public. They are such convinced humanists that while most people are crying out for more science, and that of the most utilitarian kind, they calmly fall back on the teachings of an old Platonist who holds all the esoteric views of humanism, including the cult of the useless. He is doubtful whether to join in the blame of Archimedes for being drawn into the arena of common affairs, "and so violently dishonouring an art which owes its dignity mainly to its remoteness from the world of sense and sight, and its dependence upon mind and intelligence." At no time has this conflict of opinion, with regard to the application of science, been of more practical importance than to-day, and no saner plea for the humanistic bias could be found than the sympathetic presentation of the views of Sadoletto. It cannot be denied that the Cardinal goes to extremes in his claims for letters and for pure philosophy, but these are precisely the days when such strong partisanship can do no harm: indeed it is urgently needed to keep the balance between humanism and the new utilitarianism.

Sadoletto made his appeal rather to parents than to professional teachers. His book accordingly is of more value to the teacher as a man than as a schoolman. It is one of those books that help the expert to get back into the position of the layman, and examine his subject with eyes that have been for the time cleared from the disturbing refraction of professionalism. The dialogue form to some extent limits the freedom of exposition, and it has to be admitted that Sadoletto gains but little compensation in the way of artistic effect. His interlocutor, Paullus, a lad of eighteen, can hardly be expected to contribute much to the development of the subject, and as a matter of fact he inevitably falls into the acquiescent "Certainly, Socrates" attitude. He shares the fate of all the model pupils; he becomes irritatingly good, and says just the right things—from the educator's point of view. But, while it is probably true that the purely expository form would have been an improvement on the dialogue, it has to be admitted that the presentation of the subject matter has a certain charm, which the present reviewer at least is inclined to attribute to the skill of the translators. For when he had occasion to deal with the original text, some years ago, he found it rather dull and uninspiring. The crisp English, idiomatic yet dignified, has a good deal to do with the pleasure the reader finds in following the wise and kindly reflections of the old cardinal.

The Introduction is excellent, but, as a matter of arrangement, it would probably be better to transpose Sections I and II. As usual in any writing with which Prof. Campagnac is concerned, there is much that is striking and unexpected in the style, and there is a fair supply of the epigrammatic. We are not surprised to find such a sentence as "Consistency is the virtue of mean minds; they buy it with niggardly lavishness at the cost of spontaneity, and are paralysed by the chill treasure which they hug to their hearts." But we are delighted at the ingenuity with which it is applied to the case of Sadoletto, and we are not without a suspicion that the authors have a mental reservation in the way of an application to their own case. It is seldom that one finds such close sympathy between an author and his translators, and the result of this happy fellow feeling is shown in the ease with which the mental *entourage* of Sadoletto is reproduced in the Introduction. Further, the two authors have read the text in the light of an exceptionally wide knowledge of relevant literature, and the foot-notes throughout bring the reader into close touch with other educational writers who have dealt with the same subject-matter. It may, perhaps, be suggested that the writers quoted are mostly of the same way of thinking as Sadoletto, and some readers might prefer to have a few quo-

tations on the other side, say from Herbert Spencer. But after all, it has to be remembered that the quotations in the foot-notes are meant to be illustrative. The translators are not arguing a case, they are expounding a thesis, and the reader cannot but admire the skill and knowledge shown in the notes. Some readers may be disappointed that there is no index, but there is a singularly full analysis at the beginning, and since this takes the form of one-line headings, with page references, the whole being in exceedingly good type, there is no real cause of complaint. The marginal headings throughout the text make the guidance complete. Indeed, this is not a book that should be regarded as a work of reference. It is something to be read for its own sake, for its literary merits—a sort of "bedside book" in education, a book into which one can dip when one feels inclined, and always feel sure of getting something worth while. Its authors are to be congratulated on producing a notable addition to the literature of their subject in English.

My Days and Dreams. With Autobiographical Notes by EDWARD CARPENTER. (7s. 6d. net. Allen & Unwin.)

Edward Carpenter is probably the best known of the many distinguished men who have in recent years renounced Holy Orders, and the regard in which he is held by his wide circle of friends was shown two years ago in the address presented to him on reaching his seventieth birthday. It is noteworthy that he succeeded to the Fellowship of a more famous *défrôqué*. Of Leslie Stephen we hear nothing, but of other Cambridge friends and contemporaries we have many characteristic and piquant glimpses—the Master of the College, a nonentity who did as his wife bade him; the Dean, himself a cleric, who, when Carpenter mooted at a meeting of the Fellows the question of resignation, wondered why they should waste time over such "blasted nonsense" (names had better have been suppressed); W. K. Clifford, whose blasphemous quatrain would have shocked a more delicate stomach; the legal luminaries Moulton and Romer; and Augustine Birrell—then, as now, the genial and imperturbable humorist. These are thumb-nail sketches, but there are two kitcats—Henry Fawcett, whose blindness served only to stimulate his indomitable energy both of mind and body, and F. D. Maurice, under whom Carpenter served in his first and last curacy. To Maurice he was attracted, as few could fail to be, by his single-minded sincerity, and his theology appeared to him a mighty maze without a plan. After a couple of years of indecision he resolved to take the *salto mortale*, and left the secure competency of a clerical Fellowship for the laborious and uncertain career of an Extension Lecturer under the auspices of James Stuart. The ensuing *Wanderjahre*, the dull monotony of solitary lodgings, and the wrangles of the ladies who formed the local committee are described with genial humour, but it is no wonder that he should have hailed the death of his father as a welcome release from a burden that he had found intolerable.

Of schooldays and his life at Brighton there is little to be said. By his own account he was a solitary, who made no friends and lived apart both from home and from school. In fact, it was not till after he had left College that he found himself. That this was his own fault he frankly owns. His elder brother had been *dux* of the school, and deservedly popular; and of his sisters, two at least were women of marked ability. His father, though a recluse and given up to philosophy, was a man of liberal views and a keen politician, and his mother, in spite of a strong puritanical strain, was bound up in the welfare of her children. His only pleasure was to lie on the downs and dream—dreams more vague than those of Alastor. His regeneration, or new birth, he dates from his discovery of *Leaves of Grass*, confirmed by the visit he paid to Walt Whitman in 1877. To the primitive philosophy that he thus absorbed—the glorification of the body, as it may not unfairly be called—he has persistently adhered, though it has been modified by Oriental theosophy and his visit to a *Ghāni*.

Of Millthorpe and all his partners in manual labour—of his democratic propaganda, and of what Carpenter would doubt

less consider a leading factor in his life, his treatment of sexual relations—we have said nothing, and must refer our readers to the Bibliographical Appendix, which occupies ten pages of small print.

Edward Carpenter began life as a dreamer, and as a dreamer he ends. In the War he sees the dawn of a new civilization which shall end the eternal struggle between capital and labour, the haves and the have-nots; when every man shall sit under his own vine and fig-tree, and be content with the fruits of the earth. The War has indeed stirred the laggards, and inspired in many a new spirit of patriotism and devotion to a common cause, but so far it has tended rather to emphasize international differences and dissolve the federacy of Socialists. The German *Schwärmer* is gagged, or sings songs of hate, and the American dreamer "wraps himself in his virtue, though dowerless Poverty is not his bride." Edward Carpenter's *civitas dei* is not our ideal, but none the less we welcome a true idealist who has the courage of his opinions.

The Life and Letters of Theodore Watts-Dunton. By THOMAS HAKE and ARTHUR COMPTON RICKETT. 2 vols. (30s. net. Jack.)

These sumptuous volumes, with their sixteen full-page illustrations, should rather have been entitled "Reminiscences of Theodore Watts-Dunton and his Friends" than a "Life and Letters." The *Life*, in brief, has been written by Mr. James Douglas, to whom a generous acknowledgment is paid by Mrs. Watts-Dunton. The present biographers have, however, enjoyed the advantage of consulting all the letters, an accumulated record of more than fifty years of his literary life, bequeathed to his sister, Miss Theresa Watts. But instead of the "Authoritative Biography" that we are promised we have dissolving views of the many famous men with whom Watts-Dunton was brought into more or less close contact, and appreciation by men and women of mark whom he had served, all panegyric, but hardly one professing to be critical. It comes as an agreeable relief to find in the "Impression" contributed by one of his later-day friends, Mr. J. L. Lambe, a dissentient note:—

His claim to permanent recognition lies in the suggestive value of the vivid flashes of poetic insight which irradiate his essays His interest in life was that of a healthy and clever boy to the very last His literary and philosophical generalizations must, however, be taken with caution; even in the best of his work they are apt to be vague, illogical, nay, sometimes almost contradictory. He had none of the aloofness of the philosopher. We quote this because of its rarity, and omit all the preceding testimony to Watts-Dunton as an original critic and a generous friend.

Of what specially concerns and interests us, his schooling and apprenticeship, we hear too little. He was sent by his father, a country solicitor, at the age of ten to an academy for young gentlemen at Cambridge, where he seems to have held his own partly by his wits and partly by his proficiency as a boxer, taking lessons in the noble art from the famous "Sambo." Here he stayed for seven years and received instruction in Latin, Greek, German, and French; but it was only with French that he gained any familiarity, and for the other tongues he depended almost wholly on translation. From Cambridge he passed directly to his father's office in St. Ives, and though, as he tells us, every spare hour was devoted to poetry, he must have acquired a substantial knowledge of law, for at the age of forty, when he settled in London, he was offered a partnership in the well known firm of his uncle. Long before this he had dabbled in literature, but it was as a legal adviser and a forerunner of the literary agent that he was brought into intimate relations with William Morris, Madox Brown, Dr. Gordon Hake, and, above all, with Rossetti and with Swinburne—a relationship that is for us the most interesting portion of the *Life* and the part that we predict will perpetuate the memory of Watts-Dunton.

It would be easy to carp at many of the literary judgments passed on his contemporaries and on the reticences—some of them due to a scrupulous concern for living persons; and we may fairly complain that the half is not told, and that

some whom we knew in the flesh are here only passing shadows; but of the forty years during which, in Fenland, he "nourished a youth sublime," and of his calm and beautiful old age, there is more that even now might safely be told. The index, too, leaves much to be desired. The name of Theodore Watts is not recorded; in "Tennyson: A Memoir," the name fills five closely printed pages.

(1) *Outlines of Sociology.* By FRANK W. BLACKMAR, Ph.D., Professor of Sociology and Economics in the University of Kansas, and J. L. GILLIN, Ph.D., Associate Professor of Sociology in the University of Wisconsin. (8s. 6d. Macmillan.) (2) *War and Civilization.* By the Right Hon. J. M. ROBERTSON, M.P. (2s. 6d. Allen & Unwin.)

(1) Sociology as a science is on trial. Its hybrid name always raises a question in one's mind as to whether it is not also a hybrid study. It almost inevitably assumes a mechanical theory of the universe, and covers its philosophical weakness under a flood of interesting and important facts which it describes. The volume by Profs. Blackmar and Gillin is no exception to this rule. Whether it is a law of Nature or a condition of the tenure of his chair that every American professor should produce a volume on his subject of quite five hundred pages, every one of them seems to do it. Perhaps the scientific fatalism which they expound is the cause of their practice. Certainly the results are dreary enough. We have a sufficient example of the quality of their sociological theory in their treatment of religion. "Can we not say at least that man believes that good will triumph over evil because such a belief has made him better able to survive? . . . Religion may be a delusion, but, if so, it is a beneficent one." There we are in the thought of fifty years ago! Our professors have not got beyond Herbert Spencer and survival values—barely so far perhaps. But, if religious judgments are based on a beneficent delusion, is there any sufficient reason for our thinking that æsthetic or ethical judgments, or even our judgments of perception or of number, are anything more? I believe that 2 and 2 are 4, because it is beneficent and helps me to get along in life. Its survival value has fixed it as something which I cannot help thinking, but it corresponds to no reality in things. When we look at the index and find seventeen references to Herbert Spencer and six to J. M. Baldwin, while there is none at all to Bergson, we are not surprised. Is it really worth while to accumulate these laborious facts of a "sociological" (why not call them "social"?) order if this is the best that can be made of them?

(2) Mr. Robertson has had easy work with a sociological charlatan from Sweden. His book is an open letter to Dr. Gustaf F. Steffen, Professor of Economics and Sociology at Stockholm, sent in acknowledgment of the gift of his book, *Krieg und Kultur*, which has had something of a vogue in Germany. Perhaps 150 pages were too many to waste on him. For Dr. Steffen's theme is a simple one. German *Kultur* is superior to British. Therefore the Germans cannot have committed the atrocities with which they are charged by the Briton. One cannot help wondering whether the conscientious and careful record of the more notorious of German brutalities which Mr. Robertson has set down is really worth while; for those who can swallow such stuff as Dr. Steffen deems to be sociology will not believe if one of the French or Belgian victims comes back from the dead to testify to the truth. On the whole these two books do not put one in love with "Sociology," as, still too often, quite falsely apprehended. Whether German atrocities have even a survival value it remains for the future to prove. Verdun throws a doubt on it at the time of writing.

Reform and Religion in Public Schools. By J. D. ROBERTSON. (1s. net. Robert Scott.)

The essence of this book is contained in the following quotation:—

Boys may be preached to and sung to, or preached at and sung at, or sworn at, but unless they are taught the meaning of the

Incarnation and its extension in the Mass, that Jesus in the Mass and in the Confessional will save them from sin . . . it would be far better to educate them with no profession of religion at all . . . for then the Church of God would not be blamed for the moral failures of the English public-school system.

One may reasonably admit that the religious teaching in our public schools suffers overmuch from doctrinal indefiniteness, and that the majority of the sermons in chapel savour too strongly of the moral essay, but it will be a long day, we think, before Mr. Robertson's system is adopted. There is little in his volume to show that he has appreciated the difficulties involved in any such scheme as he proposes, or that he realizes the profound change which would of necessity come over the whole character of our public-school training. Not a few will hesitate to take Mr. Robertson as a guide, when they read (page 31) that he urges that a boy should be pressed to make his confession before his parents are consulted on the matter. It is time, he says, to deal with the opposition of the parents after the confession has been made. In a matter of this kind a boy would naturally wish to consult his parents, and the parents certainly have a right to be consulted. The procedure advocated by the author will strike the average man as being hardly honourable.

Poetry and National Character. By W. MACNEILE DIXON.
(Cambridge University Press.)

Prof. Dixon has republished the Leslie Stephen Lecture which he delivered last year in Cambridge, and it is valuable in that it opens up a field of thought which, needing dispassionate handling, might have important educational fruits. As the lecture stands, it is almost too slight for any serious discussion or criticism, though the main proposition of the thesis emerges with perfect clearness and should be studied. Freedom and emancipation have shaped our great literature and stamped it with the qualities of our genius. But Prof. Dixon shows in no unmistakable language that the spirit of independence of tradition, and originality and emancipation have had their peril at all periods and have now become a danger that we can no longer disregard. The key-note of the position taken up is emphasized in the concluding words. "The smooth and bright perfection of marble, the substance in which the qualities of the Greek spirit found their exquisite symbol, is beyond the reach of our language and our poetry. The most we can hope for them, and that only if we submit to uncongenial discipline, is the strength and durability of bronze."

Indian Tales of the Great Ones. CORNELIA SORABJI.
(1s. 6d. Blackie.)

This collection of Indian folk-lore and fairy tales by Miss Sorabji will be especially appreciated by the younger children just able to read. Their elders have probably become familiarized by that classic "Old Deccan Days," and will therefore fail to derive the delightful sense of novelty and whimsicality with which one is always struck in reading for the first time Eastern stories of an imaginative nature. Miss Sorabji tells her stories with admirable simplicity and directness, and there are a number of clever little black-and-white illustrations by Mr. Warwick Goble.

Raymond; or, Life and Death. By Sir OLIVER LODGE.
(10s. 6d. net. Methuen.)

Raymond, the youngest son of Sir Oliver Lodge, was one of the noble army of martyrs who have voluntarily laid down their lives for the fatherland and freedom. Educated at Bedales School and Birmingham University, where he studied engineering, after two years' practical training at the Wolseley Motor Works, he entered the works of his older brother, where he remained till he volunteered on the outbreak of the War, and, after an apprenticeship in home service, was sent to the Front with the 2nd South Lancashire Regiment in the early spring of 1915. His practical skill as a mechanical engineer, and later on as an instructor in machine gunnery, was fully recognized by his superior officer, but a brilliant career was cut short in his twenty-seventh year by a cannon shot while he was in command of C Company and preparing to evacuate a front-line trench during the Loos battle. Such is a bare record of the bare facts which serve as a preface to Part I, "The Supernormal Portion," and Part II, entitled "Life and Death," is an exposition of the philosophy of spiritualism. To deal with these at all adequately would far exceed our limits. Sir Oliver gives us a fairly full account of various *séances*, and we can trust him as a faithful reporter, but evidence that may carry conviction to those who know all the assistants, both those of the family and the "controls," cannot carry weight with outsiders. The writer can only say that in his sallet days he attended many

séances and knew many of the leading members of psychical research, and that he still remains a sceptic. As in the case of F. W. Myers, no evidence has so far been produced that would satisfy a jury of the Royal Society. While welcoming all inquiries by men of science such as Sir Oliver Lodge, we would emphasize his warning to the public not rashly to dabble in spiritualism, and, we would add, to fight shy of professionals, most of whom have proved themselves impostors like Eusapia and Browning's Mr. Sludge.

A Pocket Lexicon to the New Testament. By ALEXANDER SOUTAR. (3s. net; on India paper, 5s. 6d. net. Clarendon Press.)

This pocket dictionary is intended for the use of theological students and such as read the New Testament with no previous knowledge of Greek. It is recommended by its admirably clear type and its brevity. There is no indication of gender, declension, or conjugation, and references to the passages where the words occur are given only in exceptional cases. This omission seems to us a mistake. The layman who meets such words as *εἰδότες*, *ἡλθε*, will not know where to turn. On the other hand, *πνεῦμα* has more than a page, and *ὁὖς τοῦ ἀνθρώπου* nearly a page. In the brief bibliography we miss the name of E. A. Abbott, who has devoted so many years to elucidating the language of the New Testament.

The Political History of France, 1789-1910. By M. O. DAVIS.
(2s. 6d. net. Clarendon Press.)

This outline is written freshly and simply; a class could read it by themselves, and might even like to do so. The description of revolutionary France is clear and interesting. It is a pity that the treatment of the period from 1830 is compressed into forty pages.

An Introduction to the History of England. By E. L. HASLUCK. (2s. 6d. Black.)

As a reader for the London Matriculation Examination this book is well suited to its purpose.

History. Vol. I, No. 2, July, 1916. Edited by Prof. A. F. POLLARD, Litt. D. (1s. Macmillan.)

All who are anxious that History should be taught efficiently will be glad to see the evidence of the good work done by the Historical Association that is afforded by this number of its *Quarterly Journal*. It contains, along with other matter, some excellent articles on historical subjects, one of them, the first instalment of an account of the Colonization of Ulster, by Miss Constantia Maxwell, being especially valuable. We have also received the Association's *Annual Bulletin of Historical Literature* for 1915, edited by Prof. F. Hearnshaw, a useful compilation, in which to the books cited are appended short notes on them by well known historical scholars.

Laws of Speech-Rhythm. By WILLIAM THOMSON.
(1s. net. Maclehose.)

This brief pamphlet is at the same time the summary of a remarkable brochure, published by the author some ten years ago, and the prelude to a complete work on rhythm for which we must wait till happier times. Meanwhile, as a provocative and challenge to students of metre, he has formulated twenty-four Laws of Rhythm. We cannot but regret that room has not been found for the two following chapters designed to elucidate and illustrate these laws. Our old contributor, Mr. T. S. Omond, has approved the original principles that he lays down; but such students are rare, and at each turn we miss the application.

Longmans' Explicit Arithmetics. Pupil's Book VII; Teacher's Book VII. (8d. and 1s. 6d. respectively.)

The matter in these books is suitably chosen to meet the requirements of the highest standard in the ordinary elementary school, and the treatment outlined in the Teacher's Book is of a practical character. The general scheme is good, but there are errors in detail. The answer to Example 90 (B 3) is not only wrong, but indicates a false method of solution, and a more careful revision would have resulted in reframing such an example as "The axes of an ellipse are 6 in. and 4 in. A second ellipse is drawn round this, so that the strip between the two ellipses is of a uniform width of 1 in. &c."

More About how to Draw in Pen and Ink. By HARRY FURNISS.
(3s. 6d. net. Chapman & Hall.)

Mr. Furniss heads his first chapter, "Its Commercial Use," and this, on the whole, gives the key-note of the book. It is thoroughly practical from a commercial point of view; it is clever, entertaining, and often flippant. The chapters on character-drawing and caricature will probably be the most interesting ones for the general reader. The book ends with an amusing chapter on "Drawing for the Cinematograph."

RUSSIAN.

A New Pocket Dictionary of the English and Russian Languages. Compiled from the best authorities by J. H. FREESE, M.A. Cantab. (5s. Kegan Paul.)

The appearance of this little dictionary will be welcomed by all the numerous students who have hitherto been trying to master the Russian language without any better assistance than that afforded by Alexandroff's very imperfect dictionary. The present work is based upon C. Blattner's *Taschenwörterbuch der russischen und deutschen Sprache* (1911). But the best dictionaries existing in German and French have been consulted, and the large and (unfortunately) expensive Russian *Slovar* of Vladimir Dal. The dictionary under review is very carefully compiled, and will take its place as a standard work indispensable to beginners and useful for advanced students. The type is clear, and the short introduction will be found very useful. The pronunciation in English is given after every Russian word; whether it was worth the while to insert the pronunciation in every case is doubtful when we remember that Russian writing represents the correct pronunciation of the word very fairly, and that a chapter at the beginning of the dictionary is devoted to the rules and exceptions of Russian phonetics. If this somewhat unnecessary adjunct were omitted there would be room to insert more information as to the irregularities in the conjugation of verbs, a defect which we hope to see corrected in another edition. Under each verb should be given the indefinite branch, the perfective branch, the first and second persons of the present, the past indefinite, the past perfective, the future perfect, and the first person imperative of each branch. Thus, *nyesti* (to bear), *ponyesti*, *nyesi*, *nyeshyesh*, *nyés*, *ponyés*, *ponyesii*, *nysi*, *ponyesii*. If the insertion of all these forms is merely a counsel of perfection, a table embracing the chief irregular verbs might well be added. It would also be of extreme help to classical scholars if it were possible to give in connexion with those Russian verbs which possess kindred forms in Latin and Greek descended from the same original Aryan root the words as they occur in the classical languages; this plan would also conduce to the study of Slavonic philology. We are certain that this dictionary will be an important aid to the study of Russian, in which so many of our countrymen are at present engaged; and we have now to express our hope that the supply of qualified Russian teachers may prove equal to the demand. But it must be stated that for advanced students there is a crying need of a much larger and fuller dictionary than the small work under review.

Word-for-Word Russian Story Book. With Interlinear Phonetic Transcription and Translation, accented and annotated by NEVILL FORBES, M.A., Reader in Russian in the University of Oxford. (1s. 6d. Oxford: Blackwell.)

This is a collection of easy Russian stories for the use of beginners in the study of the Russian language. The compiler is quite justified in the assertion made in the preface, that the stories included are all illustrative of sound colloquial Russian, and full of idioms in everyday use. Most of the anecdotes are beast stories of which the Russian language possesses a large store. The interlinear transliteration is of course a great help to the learner in acquiring a correct pronunciation, but it cannot too often be repeated that it is indispensable for the beginner to take a few lessons at the outset from a Russian, as there are certain sounds which no transliteration can reproduce, but which may be easily acquired by any student with a reasonably good ear. Such is the sound of Russian *ui*—in the Russian word for "he has been"—*byl*—transliterated by *y*: but really pronounced as something between *y* and German *ü*: and the sound of the softening Russian *yeri*, commonly transliterated by an inverted comma. A very large collection of such simple stories intended as a first Russian reader was published by Count L. H. Tolstoy in 1898; it would be a simple matter to reprint these in England with some notes, and it is to be desired that some scholar should bring out H. Tolstoi's Reader for the benefit of English beginners, as it contains such a large collection of characteristically Russian stories. But the little book under review is well compiled and the notes are good and accurate.

Leo Tolstoy: Sevastopol. Edited by A. P. GOUDY, M.A., Lecturer in Russian in the University of Cambridge, and E. BULLOUGH, M.A., Fellow of Gonville and Caius College. (5s. Cambridge University Press.)

This well known work of Tolstoy's has now been edited and presented to the public by two eminent Russian scholars in a form worthy of the best traditions of the Cambridge University Press. The type is particularly clear and pleasant to read, and the words are accented for the use of English students. It is satisfactory to find that our Universities possess and employ a fount of Russian type, and likewise to note that reviewers of Russian books have begun to write Russian words in Russian type, just as they write

Greek words in Greek characters. The introduction contains a clear and concise account of the events which led up to the unfortunate Crimean War, in which our diplomats were misled into "putting their money on the wrong horse," and laying up for their country a store of illwill and suspicion which, we trust and believe, is rapidly being dispelled by the intimacy of the relations between the two great Empires now united against a common foe. An admirable appreciation of Tolstoy and his works follows, of which we would gladly have given a specimen. The notes explanatory of the text are judicious and full, and if the student will peruse them carefully he will find that he has learnt much of the difficult Russian grammar in the process. It might, perhaps, be advisable in a future edition to refer in the notes to passages in some definite Russian grammar, such as that by Mr. Forbes: the reference to some definite rule aids the memory. A photograph has been used as frontispiece which was taken in 1856, and shows Tolstoy as an officer of artillery, in which capacity he took part in the siege of Sevastopol.

It is to be hoped that scholarly editions of Russian works like the book under review may encourage English students to persevere in their endeavours to master the beautiful Russian language. Russian critics have of late been very severe upon English translators of Russian works: perhaps a little too severe, considering the very great difference in the character and the harmony of the two languages. Any given page of Tolstoy will illustrate many of the peculiarities which combine to make the Russian language so delicate an instrument for the expression of different shades of human feeling and will likewise illustrate its musical powers. The varying position, and the seeming irregularity, of the strong Russian accent are at once an aid and an incentive to a Russian author in taking extreme pains to make his cadences harmonious, and it will probably be found that Slavonic authors attach as much importance to such cadences as did the famous orators of classic times. When we hear an educated Russian read his own language we can understand the feelings of Tourguénieff, who expressed his certainty that a nation with such a beautiful language as his native tongue could never perish.

The Chameleon and four other Tales. By ANTON CHEKHOV. Edited, with Introduction, Notes, and Vocabulary, by P. SELVER, B.A. Hons. (London). (Kegan Paul.)

This handy and cheap little book is very well adapted for the use of readers who have mastered the main difficulties of the grammar. The notes are scholarly and supply just what is wanted to explain the numerous idiomatic phrases which are more common in Russian than in most languages. The stories are well chosen and are all characteristic of Russian life and of Russian traits. It would be an advantage to the reader if the difficult words explained in the notes were also inserted in the vocabulary, as, according to the present arrangement, the learner has to refer to the notes and the vocabulary as well. Many of the notes might well be shortened if the word explained were inserted in its natural place in the vocabulary and its idiomatic meaning there explained. There are very few misprints, and the text is clear and well printed. On page 7, line 12, the Russian word for "you will find" is awkwardly printed; and on page 55, line 3, a false reference is given. It would interest classical students if some of the Russian words were compared with their classical congeners; a little philology is a great aid to memory. The book is one of the best that we have seen for its purpose.

GERMAN SCHOOL BOOKS.

- (1) *Passages in Prose and Verse from German Literature in the Nineteenth Century, 1800 to 1870.* By M. E. WEBER, L.L.A. (Cambridge University Press.)
- (2) *German Unseens.* By A. R. FLORIAN, M.A. (3s. Rivingtons.)
- (3) *A First German Grammar.* By ALLEN and PHILIPSON. (Ginn.)
- (4) *Deutscher Sagenschatz.* By F. W. WILSON, Ph.D. (1s. — "Bell's Simplified German Texts." Section B.)
- (5) *Chapters from German History.* An Elementary Reader. By A. MEYRICK. (2s. Oxford University Press.)

(1) "This anthology . . . contains no introductions, notes, or vocabulary, as the last should not be needed by students capable of profiting by the book, and the others are left to the teacher," says Miss Weber in her preface. Is it not a fair criticism that students capable of reading this volume without a vocabulary would not read it at all, but would go straight to the originals? This reserve made, one has nothing but praise for the judiciousness of selection from the works of these writers of the first seventy years of the nineteenth century. Miss Weber has been wise not to curtail the length of her chosen passages. The pages are big, and the volume, though of generous proportions, is easily handled because of its lightness.

(2) Mr. Florian has put together a most attractive set of selections of graduated difficulty "from the standard of Junior Local

Examinations to that of the Intermediate Civil Service and Intermediate Arts Examinations." Prose and poetry are both represented, and the writers of many a decade, from Goethe, Freytag, and Rückert to Heine, Raabe, Sudermann, and—Bernhardi! The fragments vary in length: that is to say that they are suitable for written work or for round-the-class translation. The print is large and clear.

(3) This is a dull book. It is, moreover, portentously long—436 pages. The plan adopted seems good in the abstract, German reading material serving as basis for conversational and written exercises. But even when we arrive at the last lesson (the seventy-seventh), the passages for reading still consist of a number of isolated sentences of the type: "Ich würde eine grosse Reise gemacht haben, wenn ich das Geld dazu gehabt hätte." There are, however, a few short pieces of poetry dotted about.

(4) *Deutscher Sagenschatz* is full of fascination. Tales of Balder, Loki, and Siegfried, of Barbarossa, the Pied Piper, and the Mouse Tower—the little pitchers are willing to be filled to the brim with such intoxicating beverages. Mr. Wilson is no fanatic. His notes are for the most part in German, but he is not above an occasional explanation in English. The exercises, both oral and written, are the work of a practical man. The book should attract many teachers.

(5) is designed to give children who have been learning German for about a year an idea of the main facts of German history from the times of Hermann onwards. The treatment is biographical. The style is simple, direct, and the matter full of interest. English school-children are lamentably ignorant of any history but that of their own country. The book therefore supplies a felt want.

MUSIC.

Kookoorookoo, and other Songs. Words by CHRISTINA ROSSETTI. Music by WALTER ALCOCK, Mus.Doc.; Sir FREDERICK BRIDGE, Mus.Doc.; PERCY BUCK, Mus.Doc.; H. WALFORD DAVIES, Mus.Doc.; THOMAS F. DUNHILL; CHARLES H. LLOYD, Mus.Doc.; Sir ALEXANDER MACKENZIE, Mus.Doc.; Sir WALTER PARRATT, Mus.Doc.; Sir CHARLES HUBERT H. PARRY, Mus.Doc.; ALFRED J. SILVER, Mus.Doc.; Sir CHARLES STANFORD, Mus.Doc.; DONALD F. TOVEY, B.A.; CHARLES WOOD, Mus.Doc. (2s. The Yearbook Press.)

A remarkable little volume of songs, delightful words, and equally delightful music. Such a work, which has obviously been a labour of love on the part of both composers and publishers, should find a ready acceptance by the English public. Of the twenty-six numbers which comprise the collection, there is not one that does not attain a very high level of excellence. It has been said that our English composers have lost their capacity for writing tunes. If such an impression still exists, a study of these little songs should speedily dispel the illusion. Many of our younger composers might study the volume with advantage. Whether from the point of view of the melody, the harmony, or the accompaniments, they are models of what such settings should be.

The Best School of All. The Words by HENRY NEWBOLT. Set to music for Harry Plunket Greene, Arthur Peppin, and the Clifton Boys by C. HUBERT H. PARRY. (3d. Yearbook Press.)

A stirring unison song which will assuredly find its way into many schools besides Clifton.

Grey Stones. Words by JOAN RUNDALL. Music by CHARLES HARFORD LLOYD. (3d. Yearbook Press.)

An unaccompanied three-part song for two sopranos and contralto. Dr. Lloyd writes very gratefully for voices, and ladies' choirs will welcome this recent part-song. Perhaps, now that Dr. Lloyd has retired from Eton, he may have more leisure for composition. We hope so.

The Larchwood. Words by JOAN RUNDALL. Music by CHARLES HARFORD LLOYD. (3d. Yearbook Press.)

A flowing little two-part song with pianoforte accompaniment *ad lib.* The simple accompaniment just serves to support the voices without overpowering them. The Tonic Sol-fa syllables are printed above the notation in this, as in the other part-songs issued by the Yearbook Press.

The Skylark. Words by JAMES HOGG. Music by G. H. SMITH. (3d. Yearbook Press.)

An unaccompanied three-part song. Quite a simple setting of familiar words.

By Dimpled Brook. Words from DALTON's adaptation of "Comus." Music by THOMAS F. DUNHILL. (3d. Yearbook Press.)

A well written three-part song. The independent entries of the different voices give a feeling of vitality to the music, even if they add slightly to the difficulty of the performance.

UNIVERSITIES AND SCHOOLS.

ROYAL COMMISSION ON UNIVERSITY EDUCATION IN WALES.

The Royal Commission on University Education in Wales held its first sittings for the hearing of formal evidence on October 4, 5, and 6, at the Offices of the Board of Education, Lord Haldane in the chair. The evidence taken related to the University College of South Wales and Monmouthshire and the National Medical School, and the following witnesses were heard:—

October 4.—Witnesses representing the Council of the University College of South Wales and Monmouthshire: Principal E. H. Griffiths; Mr. H. M. Thompson (Treasurer); Mr. D. J. A. Brown (Registrar); Miss E. P. Hughes, Mr. H. M. Ingledew (Members of Council).

October 5.—Witnesses representing the Senate of the University College of South Wales and Monmouthshire: Profs. Norwood, Thompson, Sibby, Bacon, Hepburn. In connexion with proposals as to teaching of theological subjects: The Rev. T. H. Robinson.

October 6.—Witnesses representing the Governors of King Edward VII's Hospital, Cardiff: Colonel Bruce Vaughan, Rev. Canon David Davies, Dr. Rhys Griffiths, Dr. Mitchell Stevens, Dr. Ewen Maclean, Dr. Paterson. In connexion with the Public Health Department: Dr. Walford, Dr. Morgan. Postponed from October 4: Mr. Percy E. Watkins (Member of Council of University College of South Wales and Monmouthshire).

UNIVERSITY COLLEGE, READING.

Scholarships have been awarded as follows:—A Major Open Scholarship in Arts, of £65 per annum, to Elsie Calam (Huddersfield Technical College); a Major Open Scholarship in Science, of £69 per annum, to David M. Powell (Caterham School); a Major Open Scholarship in Agriculture, of £69 per annum, to Douglas H. Robinson (The Paston School, North Walsham); a Scholarship in Fine Art, of £30 per annum, to Leonard W. Cusden (Wilson School, Reading); a Scholarship in Music, of £26 per annum, to Eileen M. Sly (St. Joseph's High School, Reading).

UNIVERSITY OF BRISTOL.—FACULTY OF ENGINEERING.

Merchant Venturers' Scholarships, tenable in this Faculty, have been awarded to the following students:—George Henry Farleigh, Queen Elizabeth Grammar School, Crediton; Kenneth Allen Hayes, Merchant Venturers' Secondary School, Bristol; Herbert Douglas Kendall, Merchant Venturers' Secondary School, Bristol; Arthur Patrick Mitchell, Devises Secondary School; Geoffrey Howard Leslie Smith, Bristol Grammar School.

ROYAL HOLLOWAY COLLEGE.

The following awards have been made by the Governors of the Royal Holloway College:—

Scholarships of £60 for three years, to—Miss D. Lindsey (Mathematics), Rutherford College Girls' School, Newcastle-on-Tyne; Miss A. M. Walton (History), Burnley High School; Miss C. M. H. White (French and German), Portsmouth High School. Scholarship of £50 for three years, to—Miss E. V. Baker (French, with credit for Latin), King Edward's High School, Birmingham; Miss W. E. Beale (History), Wellingborough County High School; Miss E. W. Birks (Mathematics), Queen Elizabeth's Grammar School, Mansfield; Miss E. J. Gadsby (English), Clapham High School; Miss F. T. Prichard (Classics), Clapham High School; Miss M. Rostron (French and History), Burnley High School; Miss G. E. G. Shaw (Botany and Pure Mathematics), St. Saviour's and St. Olave's Grammar School; Miss E. H. Usherwood (Chemistry and Botany), North London Collegiate School; Miss K. M. Warren (Mathematics), Hitchin Grammar School. Scholarship of £40 for three years, to Miss E. A. Stidston (English, with credit for History), Clapham High School. Martin-Holloway Scholarship of £40 for three years, to Miss S. W. Skan (Chemistry, with credit for Physics), Twickenham County School.

THE St. Dunstan's Exhibition of £60 a year, tenable at the London School of Medicine for Women, has been awarded to Margaret Salmond, St. Paul's Girls' School.

UNIVERSITY OF QUEENSLAND.

It is interesting to note the incidents of development taking place in the Queensland University after the completion of its first

quinquennium. The sixth annual report reached London by the last Australian mail, and from it we learn that the library contains 12,000 volumes, and that 71 undergraduates matriculated in March 1915; the number of students who attended lectures and laboratories during the year was 253. We note that the Orient Steam Navigation Company give two free passages to Great Britain annually to students who have gone through a prescribed course of study. These were awarded last year to two young Queenslanders, one of whom is now at Edinburgh University, and the other entered the service of the General Electric Company at Rugby. Forty members of the University have joined the Services, and all four of the Queensland Rhodes Scholars have received commissions in the British Army. The University War Committee have stimulated recruiting, and the laboratories have been made available for chemical and physical munitions tests.

During the year the University has become affiliated with Cambridge University. Under this scheme, graduates of Queensland University who have attended classes for three years, and who have passed in Latin or Greek, one modern language (not being English), and mathematics, shall be entitled to affiliation. In 1915, twenty-four B.A. degrees were conferred, two B.Sc. degrees, and four B.E. degrees. As originally planned, the Academic year extended from the eleventh to the forty-second week of the calendar year; this is now altered, and the year ends with the forty-third week. The income in 1915 of the University was about £40,000.

WALES.

The Annual General Meeting was held at Shrewsbury on Friday, November 3, 1916. The President, Mr. A. J. Perman, M.A., in his valedictory address, dealt sympathetically with the responsibilities and opportunities of the teacher. Realizing that at

present all teachers in Wales are overburdened with technical and expert advice, Mr. Perman very wisely tried to bring the Association back to the fundamental principles underlying their work in school. His conception of their work was a lofty one, and his address will act as a stimulus in the difficult times through which they are passing in the schools.

The Association is desirous that its views upon the relationship of the schools with the University should be expressed before the Commission, and great care and consideration were spent in framing suitable resolutions. One of the questions which has been much discussed in Welsh educational circles is the proper age for transferring a pupil to the University from the secondary school; while another controversial matter is the extent to which the colleges should recognize post-senior work in the intermediate schools. The majority of the schools are dissatisfied with the attitude of one or two of the colleges because they are not prepared to give credit to the higher and honours work of the pupil. The schools maintain that this recognition should be reduced to a definite system by agreement between the University and the Board, and should not depend wholly upon the professors. A wider acceptance of the post-senior certificates of the Central Welsh Board would not only be to the advantage of the pupils, but would also materially strengthen the University by increasing the number of its honours candidates. The views of the Association on these questions are expressed in these resolutions:—

"1. That, for the proper development of secondary education in Wales, it is essential that the Intermediate schools should continue to provide courses of a post-Senior character.

"2. Experience has shown that a fair proportion of pupils in all schools are fully qualified to take advantage of such advanced instruction, apart from those who intend proceeding to the University.

"3. As regards pupils who propose entering the University of Wales from the Intermediate schools, it is recommended that those who have attained at the Higher Certificate stage a certain standard of marks mutually agreed upon by the University and the Central Welsh Board be regarded by the University as having passed the Intermediate Examination in such subjects.

"4. As a general rule, it is not in the interest of the students morally, intellectually, or financially that they should enter upon a University career before the age of eighteen.

"5. That not only is the Association strongly of opinion that Latin should not be an obligatory subject for Matriculation, but that the time has come for doing away with the present grouping of subjects in the Matriculation syllabus so as to allow freedom of choice. Under existing regulations candidates not taking Latin are unduly penalized by being obliged to take alternative subjects involving greater preparation."

At the same meeting a most exhaustive paper on "The Future Development and Organization of Education in Wales" was given by Mr. E. T. John, M.P.

The President of the Association for 1917 is Mr. J. R. Roberts, M.A., Ruabon School.

The half-yearly meeting of the Board was held at Shrewsbury with Lord Sheffield in the chair, on November 17.

The Central Welsh Board. The question of Welsh was discussed at some length, and several ardent patriots seized the opportunity for expressing somewhat extreme views.

It was evident that the Board, as a whole, does not support such views, though it was allowed that if the language is to be preserved some drastic steps will have to be taken. On the motion of Mr. William George a committee was appointed to report on the steps taken in primary and secondary schools to teach Welsh.

The chief topic of discussion, however, was the proposed National Council of Education. So far, the Central Welsh Board, apart from its Special Committee of Inquiry, had not formally approved of the proposal (which approval in effect would be tantamount to committing an act of suicide); but, after a short but animated discussion, it resolved to support the resolution. Replies had not been received from several Education Authorities, and the Board was therefore at one time doubtful whether it should adopt the resolution at the present meeting. The Cardiff representatives were strongly in favour of postponing action till after the War, but they received but little encouragement. The Special Committee of Inquiry had previously had an interview with the Education Committee of the Welsh representatives, and it was then agreed that a joint committee of the members and of the Central Welsh Board should summon a general conference to discuss draft resolutions based on Sir D. Brynmor Jones's Bill, and the Central Welsh Board now approved of the convening of this conference.

At a subsequent meeting of the Welsh members, the action of its Education Committee has been upset, and we are informed in the Press that the majority of the members will have no share in convening this Conference, or associate themselves with the Central Welsh Board in any steps it may take towards joining a National Council.

A small sub-committee has been formed to prepare heads of evidence before the Royal Commission on University Education.

The number of pupils attending the intermediate schools during the year 1915-6 was 7,318 boys and 8,782 girls—a total of 16,100, which represents an increase of 898 on the figures for the previous year. The average salary for assistant masters is £157. 15s. 2d., and for assistant mistresses £127. 4s. 4d., and it is therefore no wonder that Mr. W. Edwards, the Chief Inspector, in his Annual Report, declares that the teachers in Wales are inadequately paid. It is really to a great extent a waste of time to discuss "education after the war," unless this most vital question affecting progress is grappled with in real earnest. From the Board's Report we also learn that 89 pupils passed the Honours, 180 the Higher, 1,360 the Senior, and 1,879 the Junior Certificate Examination, and that the total number of exercises sent in was 52,008. The most popular subject at the Annual Examination was English Language and Literature.

Considerable progress has been made in forming an endowment fund for the College in view of its possible recognition as a constituent College of the University. Swansea Technical College. Several of the local firms have made generous contributions ranging from £2,000 to £10,000, and it is hoped that by December 1, when evidence is to be submitted to the Commission, a sum of £50,000 at least will be collected. It is generally believed that the claims of the College will be granted by the Commission.

The County Governors have passed a resolution that University education in Wales should be "free to all qualified to benefit by it." Attention has often been called in these notes to the financial difficulties of the colleges owing to insufficient endowments and the lowness of the fees. The total income of the three colleges from fees is only £18,000. From this sum £2,000 is to be deducted for scholarships, while the Board of Education pays £5,000 for the normal students in training, thus leaving only £11,000 to be raised by taxation—a very small sum for the Principality.

We much regret to record the death of Mr. W. Lewis, M.A., Head Master of Llanelli County School, after a long illness. Mr. Lewis had successively occupied the position of Hon. Secretary, Treasurer, and President of the Welsh County Schools Association. He was

one of the most active educationists in Wales, and on the Central Welsh Board and on the platform he expressed his views with incisiveness and force.

SCOTLAND.

The students have unanimously elected Sir Douglas Haig to be Lord Rector of the University in succession to the Marquis of Aberdeen. Sir Douglas Haig is a native of Fifeshire, and received part of his education at Clifton Bank School, St. Andrews. The new Lord Rector has appointed Mr. William Low, of Blebo, to be his assessor on the University Court. Miss Doris L. Mackinnon, D.Sc., assistant to the Professor of Natural History in University College, Dundee, has been appointed a University Lecturer in that subject. Prof. J. Arthur Thomson, Aberdeen University, is delivering his second course of Gifford Lectures. His subject is "A Study of Animate Nature."

Dr. John Ferguson, Emeritus Professor of Chemistry in the University, died on November 2. He was in his eightieth year, and his connexion with the University, as student, assistant, and professor, extended over more than sixty years. About a year ago he retired from his chair, which he had occupied for forty-one years. He had an unrivalled knowledge of early and medieval science. He made important contributions to bibliography, and he formed a very valuable library of rare books. His chief publication was his *Bibliotheca Chemica*, and he was the author of a book on witchcraft as well as many articles in periodicals. He was an impressive figure in University ceremonials, and his courteous and genial personality will be greatly missed.

The University Court has approved of the institution of University lectureships in Electrical Diagnosis and Therapeutics at the Royal and Western Infirmarys. The stipends of the lecturers are provided by the Merchants' House of Glasgow. The General Council, at its autumn meeting, gave a general approval to the draft Ordinance instituting a degree of Bachelor of Education, on similar lines to the new degree of Edinburgh University. The Edinburgh and Glasgow ordinances are, in their final form, the result of a general agreement between the two Universities, though there are considerable differences in detail. The Council also approved generally the draft Ordinance instituting a Chair of Ophthalmology, in connexion with the Western Infirmary. The endowment, bequeathed by the late Dr. Gavin P. Tennent, amounts to about £40,000. The chair is intended for post-graduate teaching. The salary of the Professor will be £500 a year, and the election will be made by a Board of seven Curators, representing the University Court and the Western Infirmary. Suitable buildings for the work of the chair are to be erected at the Infirmary at a cost of not less than £17,500. For the first time in the history of the Scottish Universities provision is made in the Ordinance that the Professor must retire on the completion of his sixty-fifth year. All appointments hitherto have been *ad vitam aut culpam*, and the new provision has been made in view of the rule of the Infirmary, which prescribes retirement at sixty-five.

The number of matriculated men students in the first term of the session is 755. Of these 447 are in the Medical Faculty, 141 in Arts, 124 in Science, 23 in Law, and 20 in Theology. The total number is 300 less than the number at the same time last year. The number of matriculated women students is 705, as against 637 last session. Of these 394 are in the Faculty of Arts, and 265 in that of Medicine. There is a reduction in the number of women students in Arts, and a large increase in Medicine. In 1913-14 there were 92 women medical students; but this year there are 265, of whom 102 are first-year students.

It has been resolved, as a tribute to the memory of Earl Kitchener, the late Lord Rector of the University, to postpone the election of a successor until this time next year, when his term of office would have expired. The University Court has issued a draft Ordinance for the foundation of a Chair of Tuberculosis, and the General Council at its autumn meeting approved the Ordinance. The Council also appointed a Committee to inquire into the question of providing a chapel for the University, and it remitted to its Committees to take into consideration and to report on the development of the University after the War in the following, among other, directions:—Finance, research, relation to the Universities of the Allies, relation to outside institutions, establishment of new degrees and conditions for the taking of degrees, training in social service, &c. A series of lectures on Imperial Studies is being given this winter at the University under the auspices of the Imperial Studies Committee of the Royal Colonial Institute and the Senatus.

Two important deputations on this subject have been received by

Educational Reform.

the Secretary for Scotland. The first deputation, consisting of representatives of the Educational Institute, the Secondary Education Association, and the Class Teachers' Association, urged the appointment of a Special Committee on Educational Reform in Scotland, the extension of administrative areas, entrusting the administration of education to County Councils, payment of salaries by the Treasury on a national scale, increase of salaries during the War, and raising the compulsory school age to fifteen. The Secretary for Scotland thought that the extension of areas was desirable, and as regards a War bonus as an addition to salaries, he promised that, if School Boards approached the Department with a view to granting such a concession, he would place the proposal before the Treasury and see whether they would sanction a contribution to such a bonus. He was surprised at the sudden desire of the teachers to do away with the *ad hoc* body for educational administration, and was clearly sceptical about the proposed County Council plan. On the other points his reply was politely negative.

The second deputation represented the Scottish School Boards Association. It advocated the retention of the *ad hoc* Authority, a War bonus for teachers (to be paid partly by the Local Authorities and partly by a substantial grant from the Treasury), and the institution of a Consultative and Advisory Educational Council for Scotland, representing all educational interests from the Universities to the primary schools. The Secretary for Scotland was inclined to be in favour of the retention of the *ad hoc* Authority; he had great sympathy with the demand for a War bonus, but insisted on the necessity of finding a large part of the money from the rates, and he threw cold water on the proposal of an Educational Council. The net result seems to be that the *ad hoc* Authority will be retained with possibly some extension of areas, and the teachers will probably get their War bonus. It is not a large concession, but it may be that after the War further pressure may extract something more. It is noteworthy that the War bonus and the salaries question in general are the most frequent subjects of discussion at the meetings of teachers' associations. Some School Boards are granting a bonus and most of them are in favour of it in principle, but in the meantime the smaller Boards are leaving the question to be dealt with by the School Boards Association or waiting to follow the lead of the larger Boards.

IRELAND.

At the opening meeting of the Dublin University Biological Association, held on the evening of November 18, Dr. William Boxwell, the President-elect, gave an address, in which he dealt with the decline in reputation and achievements of the Dublin School of Medicine, and attributed it to two main causes—"the besetting sin of Irishmen of dwelling for ever on the glories of the past," and the lack of funds. Owing to the latter cause, no work had been done in human bacteriology for long past in Dublin. Prof. Lindsay, M.D., of Belfast, who spoke on the paper, took a more optimistic view of things, and mentioned that in the Belfast medical school there were 342 students, of whom 77 were women.

At the last meeting of the Senate of the National University, those professors whose tenure under the first University Statutes was about to expire were reappointed till they should have attained the age of sixty-five, and lecturers were reappointed for another term of seven years. The Chair of Early and Medieval Irish History, hitherto filled by Prof. John MacNeill, remains *in statu quo*, Mr. MacNeill having neither been formally reappointed nor the office declared vacant; in the meantime its duties are being performed by Dr. R. Macalister, Professor of Celtic Archaeology.

On November 2, in the House of Commons, Mr. Boland called attention to a new regulation made by the Intermediate Board and destined to come into operation in June, 1917, by which students will be required to pass a written examination in experimental science. Hitherto, the science teaching in secondary schools has been entrusted to the supervision of the Department of Agriculture and Technical Instruction, who have pursued a system of inspection only. Mr. Boland's complaint was that the change had been made without due notice or consultation with the Department and Educational Authorities, and that it was likely to check the continuous outflow of pupils passing straight from the schools to engineering factories or shops. Mr. Duke upheld the action of the Board as being based on reason and experience and could not promise that the Government would interfere.

The claim of women National teachers for equal treatment with
(Continued on page 722.)

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men in respect of the War bonus, which has been vigorously supported by various public bodies throughout the country and by the Nationalist members of Parliament, has at last been acknowledged, as appears from an answer made by Mr. McKenna to Mr. Hugh Law in the House on November 15. Mr. McKenna finds that the position of women teachers in Ireland is such as to justify the payment to them of the bonus on the same rates as to men.

At the Annual Meeting of the Church of Ireland Training College in Dublin, the report submitted by the Principal, Rev. Kingsmill Moore, drew attention to a threatened shortage of teachers. Of recent years the demand has been outgrowing the supply, and, as a result of the last examination of candidates for training, ten vacancies for women students were left unfilled, involving incidentally a serious financial loss to the College.

During the month the Commissioners of National Education have issued their report for the school year, 1914-15, its delay being due to the fact that the previous report for 1913-14, which was submitted to the Irish Government in September, 1914, for presentation to Parliament, has so far been withheld from publication. The present report is brief, the usual statistical appendixes being omitted. The work of the Board has been hampered financially owing to the War. All grants of loans for the building and improvement of schools and teachers' residences have been suspended, except in cases where contracts had already been entered into. Various proposals of reform submitted to the Government before the outbreak of the War, including a new scale of salaries for teachers with annual increments instead of the present triennial increases, and also the appointment of four Divisional Inspectors, have not received Treasury sanction. Other reforms which did not require that sanction have been effected, and are duly set forth. One hundred and one school gardens were sanctioned during the year 1914-15, and horticultural instruction is now given in the De la Salle and Marlborough Street Training Colleges, besides the horticultural courses for teachers held by the Department in Dublin. The Provision of Meals Act of 1914, providing for the feeding of necessitous pupils, has been carried into effect in the County Boroughs of Cork and Dublin and some other Urban Districts. In the financial year ending March 31, 1915, grants amounting to £801 were paid to local parties for the provision of dental clinics, a sum far short of what the Board could afford were the scheme of dental inspection generally taken up; the condition of such grants is that half the expense must be defrayed locally. The Higher Grade Certificate, instituted about three years ago, has now been granted to thirty-three teachers. About the same time a regulation was made admitting teachers of promise to a third year's course in one of the Training Colleges, to be carried on in connexion with a course of study in a University; in the past three sessions seventy-six men and three women teachers have successfully completed the course. The total expenditure on schools and teaching staffs for the year ending March 31, 1914, was, from State grants, £1,628,181, and from local sources £155,350. The average number of pupils on the rolls of all the schools for the year was 700,265; the percentage of average daily attendance to this number was 72.6, showing a slight rise on previous years.

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(Continued on page 724.)

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une injure, leur sourire à une convulsion, leur habillement aux baillons d'un mendiant, leur coiffure à une guenille trempée dans le sang, leurs réunions à des émeutes, leurs familles à des repaires d'animaux mauvais et défilants, leur éloquence aux cris des halles, leurs amours aux orgies bohémiennes, leurs cérémonies publiques à de vieilles tragédies romaines manquées, sur des tréteaux de province; leurs guerres à des migrations de peuples sauvages et misérables, les noms du temps à des parodies poissardes.

Mais tout cela était grand, parce que, dans la cohue républicaine, si tout homme jouait au pouvoir, tout homme du moins jetait sa tête au jeu.

By "OTRANTO."

Ninety-four! The great clock of the eighteenth century was striking ninety-four—whose every minute was smirched with blood and flame. Awful and slow were the strokes that announced the year of terror, and earth and heaven listened in silence and gave consent. It was as though some power, mysterious as a phantom, were passing to and fro among men, so pale was every face, so wild each eye, so sunken every head between shoulders that seemed raised for its concealment or protection. Yet all these threatened brows—yea, the very faces of the children—bore an impress of grandeur and sombre dignity, just as the immobility of the features of the dead is in itself sublime. In those days men shunned one another or hailed one another with the scant ceremony which preludes a fight. Their bows were aggressive, their greetings insolent, their smiles constrained; they were clad, like mendicants, in tatters, and wore on their heads what seemed a blood-stained rag; their gatherings were like mob-riots, their houses the dens of noxious and suspicious beasts; for eloquence they imitated the cries of hawkers in the market place, and wooed and loved like travelling gypsies; their public ceremonies were what the tragic plays of old Rome may have been when murdered by provincial strollers; their wars were like the migrations of wild and starving tribes; the very names they bore were surely fishwives' travesties. Yet there was a grandeur about it all, for, though in this social upheaval every man was gambling for power, yet every man was staking his head upon success.

No one quite hit the happy mean between a translation and

a word-for-word rendering. Thus in the first sentence: "The great clock of the eighteenth century" is a false note to an English ear. "Ninety-four! Slowly, awfully, stroke upon stroke, tolled the knell of the eighteenth century. Ninety-four! the Year of Terror, each minute stained by blood and fire, the earth and heavens listening and assenting." On the other hand, there is no reason for not translating literally *ce masque sublime. Ramassées*: "hunched." *Brusquement*: "Cavalierly like duellists." *Une injure*: "an insult." *Une convulsion*: "a contortion." *Des repaires, &c.*: "dens of snarling beasts of prey." *Bohémiennes* is not "gipsy," and *manquées* was generally misrendered. Read "exploded classical tragedies as played by strolling actors."

We classify the 67 versions received as follows:—

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(Continued on page 726.)

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A Prize of Two Guineas is offered for the best translation of the following extract from Romain Rolland :—

Un soir que Melchior dînait en ville, Gottfried, resté seul dans la salle du bas, tandis que Louisa couchait les deux petits, sortit, et alla s'asseoir à quelques pas de la maison, au bord du fleuve. Christophe l'y suivit par désœuvrement ; et, comme d'habitude, il le persécuta de ses agaceries de jeune chien, jusqu'à ce qu'il fût essoufflé et se laissât rouler sur l'herbe à ses pieds. Couché sur le ventre, il s'enfonça le nez dans le gazon. Quand il eut repris haleine, il chercha quelque nouvelle sottise à dire ; et, l'ayant trouvée, il la cria, en se tordant de rire, la figure toujours enfouie en terre. Rien ne lui répondit. Étonné de ce silence, il leva la tête, et s'apprêta à redire son bon mot. Son regard rencontra le visage de Gottfried, éclairé par les dernières lueurs du jour qui s'éteignait, dans les vapeurs dorées. Sa phrase lui resta dans la gorge. Gottfried souriait, les yeux à demi fermés, la bouche entr'ouverte ; et sa figure souffreteuse était d'une tristesse et d'un sérieux indicibles. Christophe, appuyé sur les coudes, se mit à l'observer. La nuit venait ; la figure de Gottfried s'effaçait peu à peu. Le silence régnait. Christophe fut pris à son tour par les impressions mystérieuses, qui se reflétaient sur le visage de Gottfried. Il tomba dans une vague torpeur. La terre était dans l'ombre, et le ciel était clair : les étoiles naissaient. Les petites vagues du fleuve clapotaient sur la rive. L'enfant s'engourdissait ; il machait, sans les voir, de petites tiges d'herbes. Un grillon criait près de lui. Il lui semblait qu'il allait s'endormir. — Brusquement, dans l'obscurité, Gottfried chanta. Il chantait d'une voix faible, voilée, comme intérieure ; on n'aurait pu l'entendre à vingt pas. Mais il y avait en elle une sincérité émouvante ; on eût dit qu'il pensait tout haut, et qu'au travers de cette musique, comme d'une eau transparente, on pût lire jusqu'au fond de son cœur. Jamais Christophe n'avait entendu chanter ainsi. Et jamais il n'avait entendu une pareille chanson. Lente, simple, enfantine, elle allait d'un pas grave, triste, un peu monotone, sans se presser jamais, — avec de longs silences, — puis se remettait en route, insoucieuse d'arriver, et se perdant dans la nuit. Elle semblait venir de très loin, et allait on ne sait où. Sa sérénité était pleine de trouble ; et, sous sa paix apparente, dormait une angoisse séculaire. Christophe ne respirait plus, il n'osait faire un mouvement, il était tout froid d'émotion.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by December 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

How peculiar are the likes and dislikes of Prize Editors ! This not infrequent remark of competitors is confirmed by the observation of a contemporary famous for its prize translations. The following lines from a hymn by Johann Heermann, written by Sir David Beatty in a lady's album, sold a week or two ago for the Kitchener Memorial Fund, were quoted :

"Grant that with zeal and skill this day I do
What me to do behoves, what Thou commandest me to do ;
Grant that I do it sharp, at point of moment fit,
And when I do it grant me good success in it."

And this version of an unknown translator (afterwards identified as Carlyle) was preferred to Miss Winkworth's in the *Lyra Germanica* :

"And grant me, Lord, to do,
With ready heart and willing,
Whate'er Thou shalt command,
My calling here fulfilling,
And do it when I ought
With all my strength, and bless
The work I thus have wrought,
For Thou must give success."

To enable its readers to decide between the two, the German original was given :

"Gieb, dass ich thu mit Fleiss,
Was mir zu thun gebühret,
Wozu mich dein Befehl
In meinem Stande führet ;
Gieb, dass ich's thue bald
Zu der Zeit, da ich soll ;
Und wann ich's thu, so gieb
Dass es geräthe wohl."

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These School and Teachers' Advertisements are continued from page 725.

OUT OF PRINT.

THE BOUND VOLUMES of "THE JOURNAL OF EDUCATION" for all years down to 1883 (inclusive) and also for 1885 and 1886 are *out of print*. Binding cases cannot be supplied for years previous to 1891. All Monthly Parts down to Dec., 1882 (inclusive); and also for June, 1885; Dec., 1885; Nov., 1887; Jan., 1888; July, 1895; Feb., Oct., Nov., 1896; and April, 1897, are *out of print*.

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FOR **DISPOSAL** by private treaty only.—Flourishing high-class **DAY SCHOOL** FOR GIRLS with Kindergarten and Preparatory Department for Boys and Girls. Healthy suburban district in South Lancashire. School conducted on High School lines. 100 pupils. Good Music connexion, 60 Music pupils. Modern furniture throughout and single desks. Rent of large house, £100. Principal wishing to retire. Address—No. 10,169.*

FOR **SALE**.—By Private Treaty. Under exceptional circumstances. High-class **BOARDING** AND **DAY SCHOOL** FOR GIRLS, on South coast. Unrivalled position. Splendid premises in own grounds. Freehold. Address—No. 10,261.*

FOR **TRANSFER**. In Norfolk (not on the coast). Girls' Boarding and Day School. 40 Pupils. 12 Boarders. Established 20 years. Good House and Garden. Healthy surroundings. No competition. Principal retiring. Goodwill moderate. Address—No. 10,272.*

FOR **SALE**.—Flourishing, old established, good class, efficient **DAY SCHOOL** FOR GIRLS, with Kindergarten. 70 pupils. Rent £80. Last 3 terms' gross receipts, over £300 each term. Large detached house and recreation ground. Cheshire. Excellent reputation, prospects, and opportunity. Opening for boarders. Principals retiring; will meet qualified successor as to terms for early sale. Address—No. 10,277.*

WANTED, a purchaser for small **PRIVATE SCHOOL** FOR GIRLS. Surrey Hills. 20 miles from London. Easy terms for immediate purchase. Pleasant house and grounds. Excellent modern appliances. Address—No. 10,278.*

Speech Training and Elocution.

ELOCUTION.—

Miss **GERTRUDE TOOGOOD**.
RECITING. READING.
PUBLIC AND PRIVATE SPEAKING.
BREATHING EXERCISES.
SPEECH DEFECTS.
Coaching for the "L.R.A.M." Diploma and other Examinations.
Pupils prepared for Recitals and Teaching.
Schools visited. York and Harrogate weekly.
THE ARTS CLUB, 8 Blenheim Terrace, **LEEDS**.

Christmas Holiday Training Course.

KENSINGTON HIGH SCHOOL
(G.P.D.S.T.)
ST. ALBAN'S ROAD, W.

MUSIC TRAINING DEPARTMENT.

The Seventh Christmas Holiday Training Course for Teachers will be held from 10 a.m. to 12 noon from Monday January 1st, 1917, to Saturday, January 13th. (inclusive). The Course will include classes showing the work done in the elementary Ear-Training Classes and lectures on methods used. Fee: £3. 3s. the Course.

Applications should be made to Miss **ETHEL HOME**, Kensington High School.

Holiday Course Lessons in VOICE PRODUCTION, ELOCUTION, PRACTICAL PHONETICS,

will be given in LONDON, January 1-14, by

Miss LAURA SMITHSON.

Recommended by Sir Frank Benson, William Poel, Lady Gomme, and Director Stratford-on-Avon Summer School of Elocution.

For Prospectus, address

Miss LAURA SMITHSON,
Conservatoire of Music,
Newcastle-on-Tyne.

N.B.—London address will appear in *Referre*.

Holiday Course, 1917 Preliminary Notice.

THE LONDON SCHOOL OF
DALCROZE EURHYTHMICS, 23 STORE
STREET, W.C., will hold a **HOLIDAY COURSE**,
January 1st to 13th, 1917. Prospectus on application.

"As a medium for advertising 'Posts Wanted and Vacant' in private and public schools, **The Journal of Education** fulfils a very useful mission to secondary teachers."—*The Western Daily Press*.

ADVERTISEMENT and other matter for **JANUARY** issue should reach the office by **DECEMBER 23rd**.

Posts Wanted.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

TEACHERS of Physical Exercises, Organized Games, Physiology, School Hygiene, and Medical Gymnastics can be obtained from the **PRINCIPAL**, Physical Training College, Southport.

POSTS ABROAD.

LADY **TEACHERS** are earnestly advised to consult the **Continental Secretary of the Girls' Friendly Society**, 14 & 16 Holbein Place, Sloane Square, London, S.W., before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

ART **MISTRESS (A.R.C.A.)** requires visiting post after Christmas, in or near London. Drawing, Painting, Embroidery, Woodcarving, &c. 6 years' teaching experience. Address—No. 10,264.*

YOUNG **Lady** holding Junior Form Diploma (Oxford), and 1st Part Froebel Certificate, requires resident post, where she would have assistance and time to prepare for Higher Froebel Certificate in return for some teaching and nominal salary. Address—No. 10,265.*

For a Select List of

HOSTELS FOR TEACHERS, Residential & Holiday Quarters, OFFERED AND REQUIRED,

see end of Posts Vacant section.

LADY, B.A., experienced, desires non-resident post in good school in or near Edinburgh. Boys' or Girls' Preparatory preferred. Subjects: Latin, English, Mathematics. Address—No. 10,268.*

LADY (B.A. Honours, London), resident in London, **COACHES** in FRENCH and GERMAN for all Examinations to B.A. Pass, also Mathematics to Matriculation. Correspondence lessons or personal tuition. Address—No. 10,271.*

MATRON-HOUSEKEEPER, HOUSEKEEPER-SECRETARY, HOUSEKEEPER.—Lady, experienced capable worker. Secretarial Duties, Housekeeping (all departments). Needlework, seeks position of trust. School, College, or Institution. Methodical, adaptable; very successful Housekeeper. Take entire charge. Excellent references. Address—No. 10,273.*

AS **SECRETARY** **HOUSEKEEPER**, **LADY-SUPERINTENDENT**, **LADY HOUSEKEEPER** in School, College, or Hostel. Thoroughly experienced lady requires post. Strong, active. Highest references and scholastic qualifications. Can undertake housekeeping (all branches), interviews, accounts, correspondence. Entire charge domestic side. At liberty now. Address—No. 10,274.*

MATHEMATICAL **MISTRESS** desires part-time work. Twenty-three three-quarter hour periods a week. B.Sc. Eleven years' experience. Mathematics, Geography, and Physics. Address—No. 10,275.*

MUSIC.—Post required in January, in good School, in or near London, as **VISITING MISTRESS**. Piano, Theory, Harmony. Also Coaching for L.R.A.M. and A.R.C.M. Private pupils. Experienced teacher. Address—No. 10,276.*

* Replies to these advertisements should be addressed "No. —, The Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain sufficient loose stamps to cover postage on to advertiser. Post Cards will NOT be sent on.

THE JOINT AGENCY FOR WOMEN TEACHERS.

OAKLEY HOUSE,

14, 16, and 18 BLOOMSBURY STREET, LONDON, W.C.

Teachers seeking Posts in Public and Private Schools and Training Colleges for January, 1917, should apply at once to the Registrar. Governesses seeking Private Posts are also invited to enter their names on the books of the Agency.

The following are selected from the posts vacant:—

SCIENCE AND MATHEMATICS.

- Mistress** for Girls' School in London, S.W. to teach Botany, Geography, Chemistry, Physics. Salary about £70 resident. JA 12996
- Mistress** for Boys' Grammar School in Staffordshire to teach Chemistry and Physics. Salary £130 to £150 non-resident. JA 13018
- Mistress** for Girls' School in N. Devon to teach Mathematics. Cambridge or London degree preferred. Resident post. Nonconformist preferred. JA 13043
- Mistress** for County High School in Cheshire to teach Botany, Chemistry, and Arithmetic. Salary £120 to £135 non-resident. JA 13065
- Mistress** for Boys' School in S. Hampshire to teach Mathematics and Physics. Salary £140 non-resident. JA 13066
- Mistress** for Girls' Grammar School in Lancashire to teach Chemistry, Mathematics and Physics. Degree. Salary £115 non-resident rising to £140. JA 13109
- Mistress** for Public School in Derbyshire to teach elementary Mathematics and French in the middle school. Higher Local Certificate and experience suitable. Churchwoman. Salary £50 to £60 resident. JA 13118
- Mistress** for Boys' Grammar School in Westmorland to teach Chemistry, Physics, and elementary Mathematics. Salary £150 to £170 non-resident. JA 13119
- Science Mistress** for Grammar School (mixed) in Hampshire. Some elementary Mathematics and English needed. Salary £130 non-resident. JA 13126
- Lecturer** for Training College for elementary Teachers in Sussex. Two of the following needed: (1) Mathematics, (2) Geography, (3) general elementary Science, (4) Principles and Practice of Teaching. Churchwoman. Age not under 24. Initial salary £90 resident. JA 13133

MODERN LANGUAGES.

- Mistress** in High School in Lincolnshire to teach French and German. Experience essential. Games. Salary £75 resident. JA 13015
- Mistress** for County School in Glamorgan to teach French, English Literature desirable. Salary £110 to £125 non-resident. JA 13063
- Mistress** for Girls' High School in Wiltshire to teach French and some English. Experience desirable. Residence abroad. Salary £120 non-resident. JA 13078
- Mistress** for Girls' School in S. Wales to teach French. Degree. Salary from £110 non-resident. JA 13085
- Mistress** for Girls' High School in Midlands to teach French and English. Initial salary from £110. JA 13094
- Mistress** for County School in Cheshire, to teach French, elementary German, and Form subjects. Salary £100 to £120. JA 13116
- Mistress** to teach French in High School in Midlands. JA 13120

CLASSICS.

- Classical Mistress** for Public School in Scotland. Degree and experience. Salary £120 to £150 non-resident. JA 12999
- Classical Mistress** for Girls' Public School in Northants. JA 13059
- Mistress** for County Secondary School (mixed) in Middlesex to teach Classics, English, and History. Salary £45 per term non-resident. JA 13083
- Mistress** for Girls' Public School in Berkshire for Classics and general Form subjects. Salary £140 non-resident. JA 13145

GEOGRAPHY.

- Mistress** for Girls' High School in Co. Durham to teach Geography. Desirable subjects, English, French, Scripture, Drawing. Salary £110 to £140 non-resident. JA 13045
- Mistress** for Boys' School in Lancashire to teach Geography. Salary £140 to £180. JA 13073
- Mistress** for Girls' High School in Essex to teach Geography and Latin. Degree. Initial salary £120. JA 13115
- Mistress** for Girls' Public School in Midlands to teach Geography. Initial salary £120 to £140. JA 13135
- Mistress** for Mixed Grammar School in Cheshire to teach English and Geography. Initial salary £130. JA 13136

ENGLISH AND HISTORY.

- Mistress** for Girls' Preparatory School in Scotland to teach English and History to girls up to 14 years. Salary £125 non-resident for experience. JA 13049
- Mistress** for Boys' Grammar School in Warwickshire to teach History and take the Preparatory Form. Salary £120 non-resident. JA 13100
- Mistress** for Mixed School in Midlands to teach English. Degree and training or experience. Salary £140 to £150. JA 13113

GENERAL FORM.

- Form Mistress** for Girls' Public School in Northamptonshire. Experience needed. JA 13060
- Form Mistress** for Secondary School in Norfolk to teach good Latin, middle school French, Games. Initial salary £100 to £120. JA 13093
- Mistress** for Boys' School in Northamptonshire for General Subjects, chiefly English in Middle School. Experience needed. Salary £130 non-resident. JA 13138
- Mistress** for Public School on Sussex coast to teach some Scripture, Geography, History, French. Churchwoman. Cambridge Higher Local and experience preferred. Salary from £70 resident. JA 13143

LOWER FORM AND KINDERGARTEN POSTS.

- Junior Form Mistress** for mixed School in Hampshire, for children of 10 to 12. Initial salary from £100 non-resident. JA 13081
- Junior Form Mistress** for Girls' High School in Lancashire. Games and Gardening needed. Salary up to £100 non-resident. JA 13088
- Junior Form Mistress** for Preparatory Department of Boys' Grammar School in West of England. English, Arithmetic, Nature Study needed. Initial salary £100 non-resident. JA 13106
- Junior Form Mistress** for Boys' School in Northamptonshire for Boys of 6 to 10 years. N.F.U. Certificate and experience. Salary £100 to £130 non-resident. JA 13137
- Junior Form Mistress** for English School in Egypt. N.F.U. Certificate. Music very desirable. Salary £120 resident. JA 13139

PRIVATE SCHOOL POSTS.

- Two Mistresses** for Private School (150 pupils) in Middlesex to teach between them English, Latin, Mathematics, and if possible Geography. Salaries, £80 to £90 resident, and £60 resident. JA 13071, 13072
- Mistress** for School in London S.W. to teach French and English. Churchwoman preferred. Salary £115 non-resident. JA 13079
- Mistress** for School on Sussex coast to teach Elementary Science and Mathematics. Churchwoman preferred. Salary £60 resident. JA 13084
- Mistress** for small Private School in Hampshire to teach History, Literature, Elementary Mathematics, Games, Handicrafts. Churchwoman. Salary £50 resident. JA 13110
- Mistress** for School on Sussex coast, to teach Mathematics, and French or Latin. Higher Local and Training suitable. Salary £60 resident. JA 13123
- Senior Mistress** for School in Cardiganshire to teach Mathematics and Latin. Botany desirable. Salary £70 to £80 resident. JA 13130

DRAWING, DRILL, MUSIC, DOMESTIC SCIENCE.

- Music and Elocution Mistress** for Girls' High School in Devon. JA 12986
- Two Mistresses** for Private School in Worcestershire—(a) Gymnastics and Games, (b) Domestic Science. Churchwomen. JA 12990, 12991
- Assistant Mistress** for Municipal Girls' High School in Yorkshire. Good experience. Salary £135 non-resident. JA 13030
- Music Mistress** for High School in Monmouthshire. Elementary Latin or Mathematics needed. Salary £50 resident. JA 13099
- Music Mistress** for Public School in Lancashire. Singing, Elocution, elementary Piano, Choir Practice. Churchwoman. Salary £70 resident. JA 13114

Teachers who would like to apply for any of these posts should write at once to the Registrar for the Regulations of the Agency and enter their names without delay. Reference to a post must be made by number.

No Registration Fee is charged to Members of the following Societies:—

THE TEACHERS' GUILD, ASSOCIATION OF ASSISTANT MISTRESSES, THE COLLEGE OF PRECEPTORS; and the Commission on the first year's salary is 1 per cent. for a non-resident, and 1½ per cent. for a resident post. Teachers who are not Members of one of these Associations are charged a Registration Fee of 2s. 6d., and the Commission on the first year's salary is 3 per cent. for a non-resident, and 3½ per cent. for a resident post.

Registrar: Miss ALICE M. FOUNTAIN.

Posts Wanted—continued.

GYMNASTIC, DANCING, and GAMES MISTRESSES. — LIVERPOOL PHYSICAL TRAINING COLLEGE. — Fully trained teachers may be engaged qualified to teach Gymnastics, Fencing, Swimming, Dancing, and Needlework and Elocution, Cricket, Hockey, Lacrosse, Tennis, Badminton. Apply—PRINCIPAL.

PART TIME.—Experienced MISTRESS desires engagement near Art School, to teach 3-4 hours daily in return for board-residence, laundry and small salary. Drawing, German (acquired abroad), English, Geography, Elementary French, Needlework; preparations for exams.—SIBLY, 9 Campbell Road, Maidstone.

ENGLISH Lady seeks situation to teach Boys or Girls. — English Language, Literature, Fluent French, Latin, Music, Drill. Highly certificated and experienced. Good refs. Good salary. Write—MARSHALL, Fairfield, Banstead.

SECRETARIAL Modern Language Teacher requires daily post January. Diplomas, French, German, Italian, Spanish. Shorthand. Typist. Also excellent musician. Highest references. £110-£120.—Miss DUNN, 12 Arcade House, Hampstead Garden Suburb.

YOUNG French Lady, Protestant, 2 years' experience, excellent references, desirous situation as JUNIOR MISTRESS for French and German.—Sigo, 5 Nicholls Street, West Bromwich.

REQUIRED by Young Belgian, Protestant, 18 months in English Secondary School, post au pair to talk French and assist with little ones in return for training and music lessons.—S. HALEY, 2 Mortimer Road, Clifton, Bristol.

DAILY or resident. — FRENCH Protestant GOVERNESS. Highly recommended by present Principal. Successfully prepares pupils for Oxford Senior (School or Family).—454 T. HOOPER'S, 13 Regent Street, London. Introduction free. Stamp.

HOSPITAL TRAINED NURSE seeks position in Boys' School or Sanatorium, Clergyman's daughter, 8 years' excellent reference. Good organizer, needlewoman, masseuse.—988 N. HOOPER'S, 13 Regent Street, London. Others. Also English and foreign Governesses. Introduction free. Established 1881.

FRENCH Lady (27), 5 years as Mistress in Girls' School in England, 1½ years in Russia, Parisian French, good English. Disciplinarian, wants a post, abroad preferred.—Mlle I. RONLIN, Farlington, Haywards Heath.

GYMNASTICS and GAMES MISTRESS (Madame Osterberg Certificate, 10 years' experience) wants post, non-resident, in or near London, in January.—Miss OWEN, 30 Lucas Road, Penge, S.E.

Posts Vacant.

Prepaid rate: 30 words, 2s.; each 10 words after, 6d. (Use of Office address, 1s. extra.) For latest time for receiving these announcements see front page.

[Replies to advertisements marked * should be sent under cover to "The Journal of Education" Office, 3 Broadway, Ludgate Hill, E.C., in each case accompanied by sufficient loose stamps to cover postage on to advertiser. Post cards will not be sent on.]

SCHOLASTIC.—JANUARY, 1917, VACANCIES. — Graduates and other well qualified Assistant Masters (ineligible for Army) seeking appointments in Secondary and other Schools should apply (immediately) with copies of testimonials to Messrs. GRIFFITHS, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, W.C.

REQUIRED, THIRD FORM MISTRESS, to teach French and Mathematics to Higher Local. Churchwoman preferred. Games a recommendation. Salary from £55 resident with board, laundry, and medical attendance. Degree (or equivalent).—Miss BELLAMY, Commercial Travellers' School, Pinner, Middlesex.

Posts Vacant—continued.**LONDON COUNTY COUNCIL.**

THERE are vacancies in the Council's Secondary Schools, as follows:—

THE COUNTY SECONDARY SCHOOL, PLUMSTEAD, OLD MILL ROAD, PLUMSTEAD.—JUNIOR SCIENCE MISTRESS to teach Botany and Physics. Subsidiary subjects: Chemistry and Nature Study.

THE COUNTY SECONDARY SCHOOL, PUTNEY, WEST HILL, PUTNEY, S.W.

(1) FORM MISTRESS to teach Chemistry and Botany. Subsidiary subjects, Physics and Mathematics.

(2) SENIOR MATHEMATICS MISTRESS to Inter. B.Sc. Standard.

THE COUNTY SECONDARY SCHOOL, BERMONDSEY, SOUTH WARK PARK ROAD, S.E.—ASSISTANT MISTRESS to teach any two of the undermentioned subjects: History, English, and Geography.

THE COUNTY SECONDARY SCHOOL, CLAPTON, LAURA PLACE, CLAPTON, N.E.—FORM MISTRESS to teach German, and either History or Mathematics.

THE COUNTY SECONDARY SCHOOL, KENTISH TOWN, HIGHGATE ROAD, N.—ASSISTANT MISTRESS to teach Mathematics.

The successful Candidates for the above-mentioned positions will be required to commence work not later than Easter, 1917. Salary, in each case, from £120 a year according to experience, rising to £220 by annual increments of £10.

Apply to the EDUCATION OFFICES, Victoria Embankment, W.C. (stamped addressed foolscap envelope necessary). A form of Application will then be sent.

Form must be returned by 11 a.m. on 3rd January, 1917. Canvassing disqualified.

JAMES BIRD,
Clerk of the London County Council.

For a Select List of

HOSTELS FOR TEACHERS, Residential & Holiday Quarters, OFFERED AND REQUIRED,

see end of this section.

STUDENT-TEACHER (Resident)

Swanted, at once, in well known Recognized Girls' Boarding School, to assist with Music Practice, &c. Superior Advantages in Languages. Preparation for Associated Board, Senior or Higher Locals, and French Examinations. Half fees. Residence offered to Students studying at the Guildhall School or elsewhere. Apply—PRINCIPAL, Linden Hall, Stockwell Park Road, Clapham Road, S.W.

TESTIMONIALS TYPEWRITTEN FREE.

To show the quality of our work, ten copies of any one testimonial (not exceeding 200 words) will be typewritten free of charge and sent to any new client on receipt of 3d. in stamps to cover cost of paper and postage. Size: 4to or fcap. Orders executed by return of post.

Full price-list, with specimens of **typewriting and printing**, sent on application.

KING, 45 Bedford Row, London, W.C.

NEWPORT ELEMENTARY EDUCATION COMMITTEE.

Trained Certificated ASSISTANT MISTRESS required, for the Girls' Department of the Higher Elementary School, to commence duties after the Christmas vacation. Candidates must be fully qualified to teach Chemistry and Physics, and Mathematics to at least Matriculation standard.

Applications, stating age, qualifications and experience, and copies of at least three recent testimonials, should reach me immediately. The commencing salary will vary according to experience, and will rise by £5 annual increments to a maximum of £150, subject to satisfactory service.

T. ARTHUR EAVES,
Education Offices, Sec. and Executive Officer,
Charles Street, Newport, Mon.
13th November, 1916.

COLSTON'S GIRLS' SCHOOL, BRISTOL.—Wanted, in January, ASSISTANT SCIENCE MISTRESS, Degree or equivalent. Subjects, Chemistry and Botany. Zoology desirable. Salary £125-£140, according to qualifications and experience. Apply, giving full details to the HEAD MISTRESS.

Posts Vacant—continued.

PORTSMOUTH EDUCATION COMMITTEE.

GIRLS' SECONDARY SCHOOL.

Head Mistress:

Miss A. M. KENYON HITCHCOCK, B.A. (Lond.), L.C.P.

APPOINTMENT OF JUNIOR SCIENCE MISTRESS.

Applications are invited for the position of JUNIOR SCIENCE MISTRESS. Salary to a University Graduate—£100, increasing to £110 per annum by £5 annual increments.

Applications must be received at once. Further particulars and application form may be obtained by forwarding a stamped addressed foolscap envelope to the SECRETARY TO THE COMMITTEE, at the Municipal College, Portsmouth.

ST. GEORGE'S SCHOOL FOR GIRLS (Incorporated). GARSCTUB TERRACE, EDINBURGH.—Wanted, in January, SCIENCE MIS- TRESS (temporary for two terms or permanent) for Botany, Zoology, and Nature Study. Honours de- gree, training and experience desired. Initial salary £120 to £150 non-resident, according to qualifications and experience. Apply at once, with full particulars and copies of testimonials, to the HEAD MISTRESS.

CAERLEON TRAINING COLLEGE FOR TEACHERS.

LECTURER (Man), required, for January next. Permanent. Subjects: History and Welsh. Salary £200 rising by annual increments of £10 to £250 per annum, if married and non-resident; £150 per annum with rooms, board, laundry, and medical attendance, if unmarried and resident. Full particulars may be obtained from THE PRINCIPAL, The Training College, Caerleon, Mon.

BERLITZ SCHOOL, TURIN.—

Required, immediately, an experienced ENGLISH TEACHER, lady or gentleman. Apply with full details to ALFRED DELON (Interpreter), 1st East Yorkshire Regiment, B.E.F.

TEACHER required for boy of 13 in the country—non-resident. Good Mathematics and Science essential. Apply, by letter—Dr. WILKS, 10 Artillery Mansions, Victoria Street, S.W.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen. MANUSCRIPT, 6d. per 1,000 words. Examination Papers. Perfect work.—M. GLENISTER, 3 Friern Park, N. Finchlev, N.

QUEEN MARGARET SETTLE- MENT, GLASGOW.—Required for January 7th, resident Teacher to take FULL CHARGE of a Nursery School: Montessori or other Nursery School Methods. Applications, with two references, to be lodged by December 4th, with the Hon. Sec., Queen Margaret Settlement Association, Miss MAY, 15 Athole Gardens, Glasgow West, from whom particulars as to work and salary can be obtained.

CHICHESTER TRAINING COL-
LEGE (FOR ELEMENTARY TEACHERS).
Wanted, in January, 1917, RESIDENT MISTRESS
(Church of England), to take two of the following
subjects:—
(1) Mathematics.
(2) General Elementary Science (including
Nature Study, Gardening.
(3) Geography (Diploma necessary).
(4) Principles and Practice of Teaching for
Teachers of young children.
Salary commencing at £90, with board, residence,
laundry, medical attendance. Apply—THE PRINCIPAL
—stating subjects, qualifications, experience.

HEREFORDSHIRE COUNTY COUNCIL.

Wanted, in January, 1917, a TEACHER of
Cookery, Laundry, Housewifery, and Needlework,
mainly for Secondary Schools. Initial Salary £100
to £115 with extra remuneration for Evening Classes.

Applications, with copies of not more than three recent testimonials, to be sent to the undersigned on or before 8th December, 1916.

JOHN WILTSHIRE,
Shire Hall, Hereford, County Education Secretary.
22nd November, 1916.

ADVERTISEMENT and other matter for JANUARY issue should reach the office by DECEMBER 23rd.

TO ASSISTANT MISTRESSES.

JANUARY (1917) VACANCIES.

Messrs. GRIFFITHS, POWELL & SMITH, Educational Agents (Estd. over 80 years),
34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C..
 Invite **Immediate** applications from well qualified Assistant Mistresses for the following Appointments:—

ENGLISH, GENERAL FORM, AND OTHER VACANCIES.

Assistant Mistress for Geography and General Form work. Important Boys' School. £150 non-resident.—No. 229.
Mistress for Classics, English and History. Secondary Boys' School. £135 non-res.—No. 131.
Assistant Mistress for English and Geography. Mixed Secondary School. £130 non-resident.—No. 203.
Assistant Mistress for Junior Mathematics and English subjects. Boys' Grammar School. £120 non-resident.—No. 221.
S. Africa.—Second Form Mistress. Ordinary class subjects. £80 resident to commence. Passage paid.—No. 913.
Assistant Mistress for middle school subjects, and either advanced English or Latin. £70 resident.—No. 168.
Assistant Mistress for General Form work and Class Singing. County School. £100 to £140 non-resident.—No. 193.
5th Form Mistress with good Modern Geography. First Class School. £70 resident.—No. 134.
Assistant Mistress for general subjects in lower classes. County School. £90 non-resident.—No. 200.
Senior Mistress for Mathematics and Latin up to Matric. standard. £70 resident.—No. 084.
Assistant Mistress for Geography and English subjects. £60 to £70 resident.—No. 079.
Mistress for History, Geography, Drawing, Needlework. Secondary School. £105 non-resident.—No. 172.
Senior Mistress able to prepare pupils for Cambridge Preliminary and take Higher Form work. £80 to £90 resident. Boys' School.—No. 216.
Mistress for General Form work. Commercial subjects a recommendation. £120 resident without board.—No. 185.
Assistant Mistress for Geography and English subjects. £60 resident.—No. 226.
Mistress for English, Algebra, Geometry and Arithmetic. High-class Girls' School. £60 resident.—No. 218.
Geography Mistress for Public High School. Graduate looked for. £120 to £140 non-resident.—No. 169.
Assistant Mistress for Classics and Mathematics. Good School. £60 to £70 resident.—No. 153.
Mistress for general English and Latin. Ch. of Eng. £60 resident.—No. 037.
Assistant Mistress for general English and Mathematics to Higher Local standard. Good salary resident or non-resident. London School.—No. 023.
Assistant Mistress for good Latin and English. £50 to £70 resident.—No. 166.
Assistant Mistress for English, History and Geography. High-class Boys' Preparatory School. £60 resident.—No. 167.
English Mistress able to prepare pupils for Examinations. Secondary School. £60 resident.—No. 154.
Senior Mistress for general English and History. Experience essential. £70 resident.—No. 126.
Assistant Mistress for Lower Form work, Nature Study and good Writing. £110 non-resident.—No. 228.

English, General Form, and other Vacancies—continued.

Assistant Mistress for general subjects. R.C. £50 to £60 resident.—No. 196.
S. Africa.—Assistant Mistress for English and Mathematics. Churchwoman. £70 to £80 resident.—No. 124.
Mistress for Form VI. Modern Geography and Botany necessary. £60 resident.—No. 120.
Mistress for Latin and Greek principally. Good School. £60 to £70 resident.—No. 073.
Assistant Mistress for general subjects, Piano and Latin. Boys' School. £60 resident or £100 non-resident.—No. 184.
Mistress for English, History, some French and German. Important School. £60 resident.—No. 136.
Assistant Mistress for good English. £60 resident.—No. 118.
Form Mistress for Secondary School near London. £55 resident.—No. 215.
Assistant Mistress for French, Latin and English. Small mixed School. £100 non-res.—No. 241.

12 Form Mistresses required for good Schools. General subjects. £50 each, resident.

SCIENCE AND MATHEMATICAL VACANCIES.

India.—Mistress for good Mathematics. £160 resident, without board. Passage paid.—No. 227.
Mistress for Science and Junior Geography. County School. £120 non-res.—No. 199.
Assistant Mistress for Science, Mathematics and Geography. Mixed Secondary School. £120 non-res.—No. 057.
Mistress for Botany, Chemistry and Physics. High School. £115 to £130 non-res.—No. 158.
Assistant Mistress for Botany, Geography, Chemistry and Physics. £60 to £75 resident.—No. 180.
Mistress for good Mathematics. Graduate looked for. £50 to £75 resident.—No. 175.
Assistant Mistress for two of the following:—Geography, Botany, Chemistry. Boys' Secondary School. £110 to £130 non-res.—No. 165.
Mistress for Mathematics, Geography and Chemistry. Boys' Grammar School. £130 non-res.—No. 105.
Assistant Mistress for good Mathematics and Middle Form work. County School. £140 non-res.—No. 205.
Mistress for Mathematics, Botany and some English. £60 resident.—No. 210.
Mistress for Chemistry and Physics. Graduate looked for. Secondary School. £100 non-res.—No. 201.
Graduate for good Mathematics. £70 resident. No. 115.
Assistant Mistress for Science and Mathematics. First-class School. £60 resident.—No. 155.
Mistress for Mathematics, Botany or Chemistry. £120 to £130 non-res.—No. 943.
Assistant Mistress for Botany, some Mathematics, elementary English. £60 resident.—No. 062.
Mistress for Chemistry, Botany and Geography. £80 resident.—No. 097.

Science and Mathematical Vacancies—continued.

Junior Science Mistress. Graduate looked for. £100 non-res. to commence.—No. 183.
Science Mistress with University qualifications for first-class School in Surrey. £80 to £90 resident.—No. 065.
Mistress to take two of the following:—Mathematics, General elementary Science (including Nature Study and Gardening), Geography. Ch. of Eng. Training College. £90 resident to commence.—No. 202.
Mistress for Chemistry, Physics, Botany and Mathematics. £90 resident.—No. 220.
Mistress to take Mathematics throughout the School and some Physics in Lower School. £115 to £130 non-resident.—No. 237.

MODERN LANGUAGE VACANCIES.

Mistress to teach French, must have resided abroad. Graduate looked for. £100 non-res. to commence.—No. 090.
Mistress for good French and elementary Drawing. County School. Fair salary. Non-res.—No. 117.
Assistant Mistress for good French and Needlework. Ch. of Eng. Good School, near London. £50 resident.—No. 232.
Assistant Mistress to take French up to Matriculation standard. Games. £50 resident.—No. 217.

MUSIC VACANCIES.

Mistress for Piano, Theory, Harmony, Solo and Class Singing. L.R.A.M. or A.R.C.M. desired. £70 resident.—No. 194.
S. Africa.—Mistress with special qualifications in Singing. £100 resident to commence. Passage paid.—No. 096.
Mistress for Elocution and Piano. Must hold good Certificates. £60 resident.—No. 224.
Experienced Music Mistress for Theory, Harmony and Class Singing. Churchwoman. £55 resident.—No. 085.
Mistress for Piano, Theory, Harmony. L.R.A.M. or equivalent. £50 resident.—No. 160.
Mistress for Piano, Harmony, Class Singing. L.R.A.M. desired. High-class School. £50 resident.—No. 176.
Mistress for Solo and Class Singing by a good Modern Method and Piano. First-class London School. £50 to £65 resident.—No. 240.

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S. Africa.—Mistress for Kindergarten and Ablett's Drawing. N.F.U. Certificate desired. £90 resident to commence. Passage paid.—No. 893.
Experienced Kindergarten Mistress for good school. £50 to £70 resident.—No. 036.
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Lower Form Mistress with Kindergarten training. R.C. essential. £50 resident.—No. 223.
S. Africa.—Kindergarten Mistress with Higher Certificate. £90 resident to commence. Passage paid.—No. 781.

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Wanted, in January, ASSISTANT MISTRESS to teach (1) English—degree essential; (2) Sewing, Cooking, and able to help with Junior Form work. Apply—HEAD MISTRESS.

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Grammar School, Manchester, is prepared to receive applications for the DRAWING and ART MASTERSHIP of the School from experienced Art Masters under 35 years of age (ineligible), willing to help with out-of-school activities. Good salary to suitable man.

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Form of application may be obtained on receipt of a stamped addressed foolscap envelope. This should be returned to me as soon as convenient.

A. R. PICKLES,
Director of Education.

Town Hall, Burnley,
24th November, 1916.

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REQUIRED, in January, an ASSIS-

TANT MISTRESS for the Demonstration School attached to the North of England College for Training Kindergarten Junior Form Mistresses, Manchester. Higher National Froebel Union Certificate or University Teaching Diploma and experience necessary. Apply to the PRINCIPAL—Crimsworth, Upper Chorlton Road, Manchester.

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FORM MISTRESS required for first-rate Secondary Girls' School in the North of England to teach Latin and General subjects. Salary £100 to £140 non-res.—No. 5,291.

MISTRESS required for first-rate Boys' School within reach of London, to teach Latin and other subjects to suit qualifications. Salary £150 non-res.—No. 5,282.

MISTRESS required for first-rate Boys' School in the North of England to teach General subjects. Salary £100 res. or £140 non-res.—No. 5,322.

Mathematical and Science Mistresses.

MISTRESS required for high-class Girls' School in the Midlands, to teach Mathematics in the Senior House only. Recommendation to offer some Science, but not essential. Salary £60 to £75 res.—No. 5,359.

SENIOR ENGLISH MISTRESS required for very good-class Girls' School near London, to teach Mathematics. Recommendation to offer one or two of the following:—English, History, or Modern Geography. Experience essential. Salary £65 to £75 res.—No. 5,354.

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GOOD MATHEMATICAL MISTRESS required for very important Girls' School near the Midlands. Res. post.—No. 5,316.

MATHEMATICAL AND SCIENCE MISTRESSES—continued.

FORM MISTRESS required for good-class Day and Boarding School in Scotland, to teach Mathematics throughout the School. Salary £60 to £70 res.—No. 5,304.

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MISTRESS required for first-rate Boys' School in Wales to teach French and elementary subjects. Salary £100 res.—No. 5,565.

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No. 569.

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THE WORK OF THE GOVERNMENT COMMITTEE.

THE commission given by the Prime Minister to the Committee which he has appointed to review the teaching of modern languages was conceived in no illiberal spirit. They are charged, in studying the question, to have regard to "the requirements of a liberal education, including an appreciation of the history, literature, and civilization of other countries, and to the interests of commerce and public service." Here the broad educative purpose of modern languages is put in the foreground, and in the foreground we hope that the Committee will keep it. For the fundamental weakness of our modern language work is that we do not keep that aim sufficiently in view. The range of the work is not wide enough; the standard in some important branches is not high enough. The question has never been thought out: complete programs of study do not exist. One reason is that professors and school teachers are alike overwhelmed by the vastness of the material with which they have to deal. A thousand years of history, the literature of great nations for two or three hundred years, and thought—even if we confine it to ethics, politics, and social life, and exclude metaphysics—teachers may well despair of being able to reduce such a mass of matter to manageable dimensions. Yet there is no element here that we can afford to neglect altogether, if modern studies are to offer an education that can vie in all respects with the classics. Obviously, our primary business must be selection; and the first question that emerges is whether we should not do better to make our modern studies more strictly modern and less medieval in both schools and Universities. Some knowledge of the Middle Ages the student of the last four centuries of European history must clearly have, but need it be more than such an *aperçu* as will make this later history intelligible? The Government Committee, we are glad to see, contains more than one well known student of history, and we have no doubt that this point will receive full consideration.

An equally grave question is, how the more solid literature of foreign nations—the winged words of the moderns—can best be brought within the scope of school and University studies. French, to take the nearest example, was long taught as a social accomplishment, and is still taught as that and as a commercial asset. Where the study of the language is carried beyond that point it is concentrated chiefly on French imaginative and æsthetic literature, the brilliance, charm, and, it may be added, the intellectual value of which is such that the confinement of our attention to it is a pardonable sin. Yet surely this is to lose much. In studying French we should be studying the mind of the people which, amongst modern nations, has the acutest intelligence and the most original genius. Something of what the French have thought about religious, moral, political, and social questions must form part of any education by means of modern languages which aspires to the name of liberal. This is a question peculiarly for the Universities, and the broadening of the University curricula, which are at present far too medieval and philological, will no doubt be the subject of much discussion on the Committee. Another paper in this Supplement deals with the question so far as it concerns the preparation of the teacher; here we would put in a plea for a more liberal conception of modern studies as a preparation for the work, not only of the diplomatist and publicist, but also of all who have dealings with foreign countries or who desire to understand the modern world.

The provision for the teaching of foreign languages at the Universities will certainly engage the attention of the Committee. That provision is lamentably small. French and German are the only two languages for which even approximately adequate teaching staffs exist. We believe that it is scarcely an exaggeration to say that the instruction in foreign languages obtainable at Berlin alone is nearly equal to that which the combined Universities of the Empire could offer. It is, of course, unnecessary that every University

should offer courses in every language likely to be needed by any Englishman; the languages may be parcelled out amongst the Universities as the applied sciences already are, one concentrating its efforts on Asiatic tongues, another on Slavonic languages, and so forth. The problem of selection will not be very difficult for Universities, but for schools it will be more complicated. Circumstances, indeed, have decided that French will for generations have pride of place in English education, but what language is to come second? We would urge that there is no good reason for turning German out of the position which it occupies at present. To the humanist German is the key to the literature which in importance to the modern world is second only to that of France; to the statesman German is the language of our most formidable enemy and rival, and its study therefore an imperious necessity; to the business man German is one of the three or four languages most widely needed for commercial purposes. German offers a better combination of the intellectually stimulating and the practically useful than any other of the competing tongues. To some Italian literature may be more attractive, but that is a matter of personal taste, and few will contend that the life and polity of Italy are better worth knowing than those of Germany. Spanish and Russian may be more useful as commercial languages, though that is far from certain; but Spanish literature cannot rank with French and German, and, while Russia may have a great future before her, we cannot teach the future in schools.

It will surely be the business of the Government Committee to consider what are the elements in modern studies which are of greatest permanent value. If those studies are to have a fixed and honoured place in our educational system, they must not be the sport of every gust of international feeling. Classics march on their stately way, unmoved by wars and revolution; what in them is of abiding worth has long been recognized; and if the Greek armies were to attack the allies in the rear, or were to deluge Athens with blood, Sophocles would not lose one admirer, nor Plato one reader. If modern studies are to do for future generations what classical studies have done for us and our fathers, we must find out what in them is of highest and most enduring worth, and cleave to that, whether the nations to which it belongs are friend or foe, and whether they behave well or ill.

Russian and Spanish must be content, at least in the main, with a place in special schools. It may be noted that the Germans—who, if not the best linguists, are probably the greatest language-learners in Europe—do not teach a multiplicity of tongues to their children. If Russia, Spain, and Italy have in recent years been flooded by Germans speaking the native idiom, this is not because the languages are taught in German schools. Except here and there, the only languages studied in the classrooms of the Fatherland are French and English. Education first, vocational training afterwards, has always been the German maxim. The introduction of new languages into our schools would certainly mean dispersion of energy and money and dissipation of aim. Staff would be lacking, and for some years at least we should have to rely upon teachers imported from abroad. All past experience shows that this would result in much bad work, and the greatest need of modern studies is not the teaching of this or that language, but the teaching with thoroughness and efficiency of whatever is taught. The curse of modern language teaching in the past has been shoddiness and amateurishness, and we must beware of perpetuating it. The modern language master must everywhere be on a level with the rest of the staff. If Russian and Spanish are to be admitted into our curricula, it should only be under conditions that will ensure the work possessing a real educative value. Efficient teachers, preferably British full-time members of the staff, must be provided; the classes should be of a substantial size, so that there may be no waste of force; a course of at least four years must be planned and taken by most of the learners; and the language chosen must be taught for general purposes, and not with a merely commercial aim. If these conditions are fulfilled, Spanish or Russian might be an alternative to German on the modern side of some very large schools, or one or other

might be taught as a substitute for German in one of the secondary schools in a large town which possesses several schools of the same type, and where local conditions are favourable to one of the supplementary languages. For the most part, however, we should look to technical and commercial colleges and institutes to provide language teaching for business purposes.

That efficient teachers should be provided should, we have said, be the first condition of the admission of a new language into a school curriculum. It is, indeed, the first condition of efficient teaching in any language or any subject, and the Committee will have no harder nut to crack than the question of supply of teachers. The nation has reached the point of demanding competent British teachers, but not the point of providing them. Of the expensiveness of the preparation of a teacher of foreign tongues we said something in our last number, and we need not repeat it here. It is enough to say that the pecuniary prospects of the school master or mistress are ludicrously out of proportion to the capital sum required to educate him for his profession. For modern language masters, too, the professional outlook is not much better than the financial outlook. Amongst head masters of the first rank only one has any claim to be considered a modern language scholar. Among the general body of twelve hundred or so there are very few who have won their spurs as teachers of languages.

The world still frowns upon the language usher, almost as much as when he was "a lean French exile, lame and slow, With monstrous snuff-box." And, to diverge from the point for a moment, the Civil Service Commissioners frown equally upon the modern language scholar. A glance at the table of marks gained by the successful candidates in an examination for appointments in Division I will show that there are two roads to success—the classical road and the mathematical and scientific—and that to the student of the modern humanities the way is blocked. Upon the British scholar, too, the Universities have frowned and have been slow to admit that he is worthy of a professor's chair. But that subject is so thoroughly dealt with in the report of the Modern Language Association, which we are printing in full, that there is no need to deal with it here. We will only express our conviction that there can be no satisfactory solution of the modern language question unless we are prepared to stand entirely upon our own legs and make these languages British studies carried on by British teachers. Until that point is reached they will remain more or less exotics.

We began this article by considering what modern studies should be at their best and highest; we may end it by discussing some humble aspects of the problem. A full program of modern humanistic education—by which we mean the systematic study of the language and literature, history and life of two foreign countries in addition to our own—will be possible only for schools where the leaving age is not less than eighteen, and even in them only if in the upper forms at least they form the main bulk and body of the curriculum. The inclusion of Latin, for instance, in the work of some modern sides can hardly be defended, and interferes with the homogeneity of the *Lehrplan*. But in schools with a lower leaving age than eighteen we must be content with a more modest menu. If one foreign language is acquired and some acquaintance with the life and literature of the people who speak it is gained, and the second language is well taught for purely practical purposes, it is as much as we can expect.

Many schools will certainly do much better by concentrating their energies on one language, and aiming at only a modest standard in the second, than by spreading their teaching out thinly over two tongues. Nor must English be forgotten. We hope to read a good deal about English in the Report of the Committee. Far more may be done with English writers than is done at present when, in most schools, Shakespeare, and one or two other poets, are the only authors read. In the ample library of English books there are works on every subject, and, whatever we think a boy or girl ought to know about the world in which he is to live, information on that topic can be found in English literature. Schools in which English studies form the backbone of the curriculum

and foreign tongues are only the ribs is certainly a possibility of the future.

MODERN LANGUAGE ASSOCIATION.

REPORT OF THE COMMITTEE ON UNIVERSITY APPOINTMENTS.

ON June 28, 1913, the Executive Committee of the Modern Language Association appointed a sub-Committee with the following terms of reference:—"To investigate the facts and report on the question of University Appointments in Modern Languages." To which was added the following instruction:—"To consider the question from the point of view of the relation between Schools and Universities."

The Report is signed by all but one of the Committee as finally constituted.

The Committee resolved, (1) to invite teachers in Universities and schools, and other persons interested in the question, to give their views; and (2) with this object to issue a *Questionnaire* to members of the Arts Faculties of the Universities, and to teachers generally throughout the country.

Nearly three hundred answers to the *Questionnaire* were received, of which seventy-seven were from the Universities, and twenty-three witnesses attended to give evidence before the Committee.

Taken generally, the answers from University circles fall into three categories: (1) those from University teachers of Modern Languages of British birth; (2) those from University teachers of foreign birth; and (3) from others—Principals, Heads of Institutions, teachers of subjects other than Modern Languages. In the case of Groups (1) and (2) there is, as was hardly to be avoided, a certain admixture of *pro domo* argument; while one notes with surprise on the part of some teachers of other subjects a curious survival of the tendency to regard Modern Languages as belonging to a lower plane of academic study than their own subjects. The answers from the schools have shown much less marked divergencies.

Questions (1) and (2), bearing on the encouragement of British scholarship, are very generally answered in the affirmative. It was unanimously felt that British students and scholars ought not to be discouraged from taking up the study of Modern Languages with a view to becoming University teachers, and that any unfair weighting of the scales against British candidates for such posts must necessarily act as a deterrent. On the other hand, considerable divergence of opinion exists as to the alleged detrimental effect on the general study of Modern Languages at the Universities by placing the work in the hands of foreigners. Those who consider it an advantage to the ordinary student to have a foreign teacher naturally regard the discouragement of the British aspirant to a professorship as of negligible importance; as one answer has put it, "Not one in twenty thousand Modern Language students has any intention of becoming a University Professor of his subject."

Question (3), referring to the character of a Modern Language professoriate at a British University, has elicited very varied opinions. Taking the University answers by themselves, the first of the groups mentioned above, that is to say, Modern Language teachers of British birth, are, without exception, although in varying degree, in favour of a mainly British professoriate, and regard such as the ideal to be aimed at. The second group show a remarkable divergence of opinion. Teachers of German birth are entirely in favour of either a mainly British teaching staff, or at most a staff equally divided; while our colleagues of French birth, with equal unanimity, desire a wholly or predominantly French professoriate for their subject. In two cases, in fact—both professors of French nationality—it was held that only a Frenchman should be eligible for a professorship of French at a British University. No one, on the other hand, has

demanding the absolute exclusion of foreign teachers, and only six or seven regard the exclusion as a possible ideal to be aimed at. The third group, whose opinion is, in many ways, of most practical importance, is predominantly in favour of a mainly British professoriate, with a foreign admixture. There is, however, considerable divergence of view in matters of detail.

Turning to the answers received from Head Masters and Head Mistresses—some 220—we find an overwhelming preponderance of opinion (82 per cent.) in favour of a British professoriate, with more or less help from subordinate foreign members of the staff. Eleven or twelve (*circa* 5½ per cent.) demand a foreign professoriate with, at most, British-born assistants, and the remaining 12½ per cent. maintain the view that the “best man,” irrespective of nationality, should be chosen.

The most interesting and helpful answers have been received to Question (4), dealing with the organization of a Modern Language department. Different conditions, it is pointed out, prevail at different Universities, and what might be adapted to a small University College might obviously not hold good in a large University which has at its disposal the means of providing a larger staff. In the large Universities there are opportunities for greater variety and higher specialization. Where there are two professors it is suggested that one of these should be British, the other might be foreign, and, in the case of the latter, the conditions might be such that previous residence in England and familiarity with English life and ideas were neither necessary nor desirable. At a smaller University, on the other hand, the view is pretty general that a British professor with a foreign assistant will best meet the requirements. On the whole, the impression which the answers to this question leave is that local conditions must be taken into consideration in deciding the policy to be followed.

On the more definite question as to the introduction of the Continental system of a foreign *Lektor* or Assistant some valuable suggestions have been made. Taking again the answers from the Universities only, some thirty-two consider that the most satisfactory system is to have a British-born professor and a foreign *Lektor* or Assistant; about thirteen wish, in the place of the latter, a foreign teacher whose standing and salary shall be higher than those of the Continental *Lektor*—a kind of “Assistant Professor,” with the prospect of promotion; while seventeen express indifference as to whether the Professor is British or foreign, but in the former case they consider a foreign assistant indispensable, in the latter a British assistant.

From the answers favourable to the Professor and *Lektor* arrangement we note the following suggestions:—(1) That the *Lektor* should be a teacher who, in his own country, would be regarded as eligible for a University appointment; (2) that foreign *Lektors* should be appointed, as in Sweden, for a limited period of time. Amongst the objections raised by those who are opposed to the system we note the following:—(1) That the *Lektor's* main interest is apt to be not the language he is called upon to teach, but that of the country in which he is teaching; (2) that the appointment of *Lektors* might lead to the delegation to them, on the part of the British Professor whose interests were philological or literary, of too much of the practical teaching of the foreign language, and that this would be fatal to the function of the Universities as training centres for Modern Language teachers. Taken generally, however, opinion seems to be opposed to the adoption of any rigid system at our Universities.

Questions dealing with the qualifications necessary or desirable in the University teacher of Modern Languages, have not yielded very satisfactory results. In the opinion of most of those consulted, the ability to carry out linguistic or literary research is regarded as indispensable, and superior to the possession of a high degree. The majority also agree in placing “teaching power” at the head of the list; while in several answers additional qualifications are mentioned, such as experience, judgment, personality. A thorough knowledge of the foreign language is naturally regarded as a *sine qua*

non; but there is considerable difference of opinion as to how far a similar knowledge of English, or of English conditions and intellectual standards, is necessary. On the whole, however, it is recognized that the lack of an effective knowledge of English and of understanding of our national life has been, in the past, too often condoned by bodies making University appointments.

The necessarily limited answers to the two special questions relative to actual appointments did not furnish sufficient evidence to enable the Committee to come to a decision as to whether in any recent appointment a foreign candidate was preferred to a British one on any ground but that of greater suitability for the post in question.

Much of the divergence of view presented in these answers is due to varying opinion with regard to the object of Modern Language study, and the precise functions of a Professor of Modern Languages. There is a definitely utilitarian point of view put forward, mainly by teachers of subjects other than modern languages, according to which the chief business of the Universities is to provide a practical knowledge of the foreign language; from this standpoint fluency and accuracy in the use of the language are regarded as of the first importance. There are others, again, who do not attach such weight to the purely practical side, and rather look to Modern Languages and Literatures taking their place, as instruments of mental training and taste, in a liberal education by the side of Latin and Greek. Another fruitful source of divergent opinion is the question as to what attitude should be taken up towards a foreign language and literature. One school of opinion holds that we should, in the appreciation and criticism of foreign literature, adopt entirely the point of view of the educated Frenchman or German, &c.; whereas the opposite school of opinion believes that it is in the interests of our national education to foster in British Universities the British standpoint, as in the case, say, of Greek, Latin, or history, and that to understand the foreign standpoint and obtain the foreign “atmosphere,” the student ought to go abroad. This school maintains that, by looking at a foreign literature with our own, and not foreign, eyes, we are best able to assimilate the elements of that foreign culture which are of real value to the furtherance and deepening of our own.

The members of the Committee feel that it does not lie within their purview to enter into a discussion of such controversial matters in their report; but they have endeavoured to keep in view, and as far as possible allow for, the conflicting standpoints. They have very carefully weighed and sifted the evidence laid before them, and considered in detail all proposals and suggestions; and they would take this opportunity of expressing their warm thanks to all those who have so kindly co-operated with them, either by filling up the *Questionnaire* or by appearing before the Committee in London.

The conclusions which the Committee has arrived at are as follows:—

I. The Committee is of opinion that, in making University appointments in Modern Languages, all prejudices—where such still exist—against candidates of British birth are groundless, and to be deprecated. It is clearly the business of the University to obtain the most suitable occupant for the position which has to be filled; and for this reason they feel strongly that a fair field is essential. Any restrictions tending to limit the field of selection by favouring foreign candidates, would be prejudicial to the efficiency of University work in Modern Languages, as foreign scholars of high academic rank and of equal attainments with professors in their own Universities, whose field of activity is their own language and literature, are only in exceptional cases to be tempted to expatriate themselves.

II. The Committee holds that the ideal would be a professoriate consisting as a rule of British-born subjects, and, while recognizing the difficulties under which British candidates have laboured in the past, believes that the recommendations made in this Report would make it possible more and more to appoint British-born subjects as the responsible heads of Modern Language departments at British Universities. It must be remembered that such persons have,

as Members of the Senate of the University, to assist in the government of the University, that they are responsible for the organization of the Department, the arrangement of Courses, Lectures, and Examinations, and that they have to advise students with regard to their studies and future careers.

III. Where appointments of foreigners are made to *permanent* posts, the Committee, basing its opinion on the evidence submitted, thinks that certain conditions should be kept in view. These are: (1) that the foreigner should possess the rank as a scholar which would entitle him to occupy a similar position in a University of his own country; (2) that he should be familiar and in sympathy with us in respect not merely of education, but our national life generally; (3) that his activity as a teacher and a scholar should be directed to further the cause of the branch of learning he represents in this country; and (4) that naturalization should be a *sine qua non*. It may be pointed out that in France all occupants of University Chairs must be French by birth or naturalization, and all must be in possession of the French doctorate in letters or science.

IV. The Committee does not feel, in view of the evidence submitted to it, that it would serve any good purpose to arrange in order of importance the qualifications of a candidate for a University Chair. In most appointments personality plays an important part, and, while scholarship and research work are of the first importance, teaching and lecturing ability must not be undervalued. A thorough knowledge of the language in question goes without saying, while an inadequate knowledge of English would be a serious drawback, even in the case of a temporary post. In any case, the evaluation of such qualifications should be left to a Committee of Experts dealing with individual appointments.

V. The Committee confidently hopes that the most suitable candidates, whom it is the object of the Universities to discover, will be found with increasing frequency among British scholars. It believes that the chief problem is to bring this state of things about; and that the efficient training of British scholars at British Universities, with a view to occupying the highest University positions, is of the first importance. While assuming the more obvious desiderata, such as academic distinction, scholarly specialization, lengthy residence abroad, &c., the Committee would like to submit the following points for consideration:—(1) The British candidate has, it is believed, too often relied on the possession of a high degree, combined with study at a foreign University, and perhaps also a foreign degree, as constituting in themselves a passport to a University Chair. It cannot be sufficiently emphasized that, in view of the requirements of most British Universities at the present day, the candidate will greatly limit his chances of success unless such distinctions be supplemented by proved ability to carry forward some branch of his subject by means of criticism or research in the form of published work, as well as by clear gifts as a lecturer and teacher. (2) The position of Assistants in the Modern Language Departments of our Universities is, in most cases, unsatisfactory. The work required is often excessive, and effectively prevents independent scholarly activity, while the salary is so low as to make it necessary for a man in such a position to eke out his income by examining, editing school texts, journalism, and the like, instead of winning a reputation for himself by scholarly work, which, in itself, is financially unprofitable. The Committee is of opinion that an improvement in the salary of Assistants is urgently called for, and that it would lead to a corresponding improvement in the status of both the teachers and the subject.

VI. The Committee approaches with some diffidence the question of the internal organization of the Modern Language Department of a University. It recognizes that the particular system of a British professor assisted by a foreign *Lektor* or *Assistant*, which found most favour in the answers to the *Questionnaire*, might not be suitable in all cases. At the same time, the Committee favours this plan; that is to say, the appointment of a young foreigner, whose own personal

interests may be English, and not his own language and literature, and whose future lies in his own country, as being likely to meet most requirements. The Committee would, however, deprecate the view that a foreign teacher of this type can, as assistant, take the place of a trained specialist in the language and literature to be taught; his functions should rather be supplementary. One good feature in the plan is that its existence in most Continental countries gives us the advantage of reciprocity—a matter of importance for the training of our own future professors of Modern Languages. Such reciprocity does not exist where higher positions are concerned. It may be noted that of British-born teachers of modern languages at the Universities of Great Britain and Ireland, a considerable proportion have been, for a time, *Lektors* or Assistants in English at German or French Universities. The Committee is strongly of opinion that the appointment of a foreign teacher of this kind should be made only for a limited period.

VII. The high standard of Modern Language teaching on the Continent is due in no small measure to the fact that foreign governments give, in certain cases, financial help to intending professors to enable them to pursue their studies abroad. At present, British candidates for Modern Language professorships, if they wish after taking their degree to study at foreign Universities, are obliged to do so at their own expense. To enable British candidates to compete on more equal terms with foreigners, the Committee is strongly of opinion that the Government should be asked to make a grant of a certain annual sum to provide scholarships. Appointments, or at least nominations to such scholarships, should be in the hands of the Universities.

VIII. The Committee thinks that, after the War, the question of the exchange of University professors—at least, between the allied nations—should not be lost sight of. It is also in favour of the principle of allowing terms kept in foreign Universities to count towards the number necessary for obtaining a degree in the University to which the student was originally attached.

IX. The Committee further thinks that an extension of the *Privat-Dozent* system, which already obtains in at least one British University, might also prove helpful.

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October, 1916.

PREPARATION OF THE FUTURE TEACHER IN FRENCH AND OTHER MODERN LANGUAGES.

By CLOUDESLEY BRERETON.

SEVERAL years ago the Modern Language Association appointed a committee to consider the preparation of the future teacher whether specialist or subsidiary. Subsequent experience, while confirming the value of certain parts of that report, has revealed the need of modifying it in certain directions.

As regards the preparation of the specialist teacher, it is now clear that the Universities in too many instances have not considered sufficiently as a problem by itself the curriculum most suitable for the future specialist in Modern Languages. Under the undue influence of German ideals the

study of language and literature in our Universities has tended too exclusively to the acquisition of expertness in textual criticism and philological erudition to the detriment of the study of the *living language* and the people, as far as the future teacher is concerned.

Research no doubt is an excellent thing, but too often the subject chosen by the student under the direction of the professor for research has had little effect in increasing his command of the modern language and literature he will have to teach in the schools. Residence abroad, hitherto generally at the student's expense, may help to fill up the gaps in his knowledge, but such treatment is often rather remedial. It has often to be largely devoted to redressing deficiencies which, had the course followed by the student been more suitable, would never have come into existence.

In setting out the bare essentials required in the preparation of a specialist teacher, it is best to deal explicitly with French. First, because the numbers of teachers of French largely exceeds the total of those teaching other languages; and, secondly, because each foreign nation lays stress on different branches of its language teaching—France, for instance, on *belles-lettres*, and Germany on philology, if not in its schools at least in its Universities. An attempt to draw up a scheme applicable to all languages would only complicate a task which, if French alone is taken, is comparatively clear. Thus, while we believe that the courses for other languages should largely approximate to that given below for French, it is possible that a larger share might be given to the study of philology in German, assuming, of course that a due knowledge of the modern German language and literature can be gained in a shorter time by the student. Similar variations might be desirable in the case of Russian, Spanish, or Italian.

What, then, are the indispensable requirements for a teacher of French? One would say: (a) A real command of the spoken language, implying power to speak fluently and idiomatically and to distinguish between what is and what is not good French. Ability likewise to write really idiomatic literary French—not the mere literal *mot à mot* translation that is often accepted in its place from University candidates. (b) A good knowledge of the chief authors of the sixteenth, seventeenth, eighteenth, and nineteenth centuries, and some acquaintance with a few masterpieces of early and medieval times, together with a knowledge of the general outlines of French literature and a few indispensable notions on the evolution of the language. (c) Some real knowledge of French history and life. These appear to be the absolute minimum in the equipment of a really efficient teacher of French. If he possesses knowledge in other branches of French, whether philosophy or philology, so much the better, but the others come first. If any time is left (which one doubts) it can be devoted to the study of some other branch. But it cannot be too strongly insisted on that no amount of philological or other study will compensate, as is implicitly implied in many of the present syllabuses, for an ignorance of modern French literature or for inability to write decent French prose or to distinguish between what is or is not good French.

Those who are concerned with the teaching of French in our secondary schools have a right to demand that this indispensable minimum should receive first and foremost attention as far as candidates for the teaching profession are concerned.

Now, without interfering with the existing University programs, which are probably a good preparation for the future philologist, it would be quite feasible to meet the needs of the future French teacher by creating, in all instances where it seems necessary, an alternative course or courses in modern French language or literature alongside of the existing ones.

It is easy to see, by a glance at many of the existing courses, how overweighted they are from the philological side, whether one takes London, Oxford, or Cambridge; though in the last instance there is provided an alternative course which is less philological than those at the other two. We believe that a

scrutiny of the programs of the provincial Universities will reveal the same defects in varying degree. As an extreme case, we may take the London course for the B.A. in Honours in 1916, in which no author later than the seventeenth century was set. Many other examples, some of them less extreme, might be given. It seems, however, unnecessary to do so, because the object of this memorandum is not to dilate on what appear to be patent defects, but to put forward what appear to be necessary and practical remedies.

Assuming, then, the vital need of an alternative course, it should, we think, lead up to an examination of the following nature. (Such an examination might, of course, consist of two parts, but that is a matter for internal arrangement by the University concerned.) (a) A French essay of three hours on a single subject to be selected out of several. (b) Translation into French of a really idiomatic type, quality being regarded as at least as important as quantity, and the length of the paper being framed accordingly. (c) Translation into English based on the program of authors indicated above—whether some should be specifically set or not is a detail. Here, again, a high standard of English should be demanded. This has not always been the case, owing to the comparative ignorance of some of the foreign examiners of idiomatic English. (d) A knowledge of French literature, to be tested by questions on at most some three or four subjects, such questions to involve the exercise of real critical and literary ability rather than the mere reproduction of facts and textbook *clichés* about authors or periods, candidates answering the paper in French to be marked on a higher maximum. (e) A general knowledge of French history to be tested in the same fashion. (f) A short paper on phonetics, including dictation.

In (d) and (e) the mere knowledge of salient dates and isolated facts might be tested at an oral examination. The candidate's powers of *lecture expliquée* should also be tested as well as his powers of giving an *explication orale* in the language. The same *lecture expliquée* could be utilized to probe the candidate's knowledge of syntactical points or of historical grammar on its broad lines or of semantics.

For higher examinations like the London M.A., where a thesis has to be selected, candidates whether destined for, or actually in, the teaching profession, should be encouraged to take up some comparatively modern literary question which will be of direct use in their future career. The thesis should of course be in French, and the other part of the examination should bear first and foremost on the modern side of the language, and be conducted mainly in French.

In this case, as for the Honours B.A., some general notions of the growth and development of the French language would be advantageous, but the philology should be studied for the sake of the literature, not the literature for the sake of the philology. A modicum of philology is no doubt necessary to enable the student to read the *Chanson de Roland* and other masterpieces of early or medieval times, but it is hard to see that it need be much greater than the corresponding amount of ancient Greek that the student of classics requires to know in order to understand and appreciate Homer. He wants to be able to recognize the forms when he comes across them, but there is no need for him to learn to conjugate or decline the various parts of antiquated speech.

As regards the question of taking up one or two languages, we are strongly of opinion that candidates for honours at least should take up only one language. If a subsidiary subject is thought desirable, it might either be a second language (English, Latin, German, &c.), or continental history, or any other subject the candidate desired later on to teach as a subsidiary subject.

If more thoroughgoing reforms were instituted we, should like to see the oral side largely extended in the direction of the methods in vogue in France, not only for the B.A. degree, but also for the M.A. Everything that increases the teacher's powers to handle the language orally is of direct value to him in the exercise of his craft.

A still more wide-reaching reform, required in some Universities, is the much desired reduction of subjects to be taken in the intermediate and even final examinations.

Nothing would give French in such cases a better chance of being taught in a really adequate fashion.

Another desirable reform is the generalization in all Universities of the practice of allowing students to attend a selected University abroad for part of their course. This is already done with success in some Universities. In others the arrangement is either a dead letter or non-existent. The whole point is that work done abroad must be allowed directly to count for the examination the student has in view.

Again, the temporary exchange of professors between French and English Universities, or the invitation of a French professor to give a course of lectures, would likewise help to improve the standard of knowledge and bring the candidates into touch with the best side of French life and thought.

But our modern language teachers will always be at a disadvantage in comparison with their colleagues in France till the requisite State aid is given for a definite stay abroad, preferably, I think, in the middle of their University career. Now that the Government is proposing to create major scholarships for science it cannot refuse to do less for modern languages. Appointment of candidates for these posts might be left to the Universities, care being taken that a sufficient number were awarded to candidates who showed a real humanistic and literary ability as against the mere acquisition of philological erudition.

Where students can spare the time and money for pedagogical training, the Universities' professors in French seem specially fitted to give them that part of their training which concerns the language they are proposing to teach. But here, again, until more financial encouragement is given by the State to those who desire training, matters can only go slowly; otherwise something might be done in this direction, if the larger Local Authorities would insist on teachers hitherto untrained taking up a course of training provided by them as a condition of all future appointments.

If, as one believes, the branches of the subject indicated above are indispensable for the subsidiary teacher, then it follows that the examination for such teachers should, *mutatis mutandis* as far as French is concerned, follow the same lines, but naturally considerably less would have to be demanded. It should be a *sine qua non* with such teachers that they can speak with reasonable accuracy and fluency, write fairly idiomatic French prose, and have some knowledge of French literature and history. It is a certainty that with these students there is no room for excursions into philology, whether the examination be in French only or whether French be only one of several subjects. As regards the examination itself, a test of the scope and standard of the London certificate, with additional papers in Literature and History (which could be answered in English), would give us an extremely useful type of subsidiary teacher.

The extraordinary criticism is still to be met with that, if we set out to teach modern French in the University, we are proposing to teach something of little more educational value than "courier French," to quote the exact "catch-word" employed. While strongly believing in the value of good colloquial French as one of the means of understanding and appreciating literary French, we are convinced that the main object and ideal of French teaching in the University should be to initiate the student into as full a possession as possible of the literary side of the language. Between good colloquial French and "courier French" there is at least as much difference as between the English of a cultured Oxford don and that of a railway porter, while the distance between the French of, say, Anatole France or Maurice Barrès and that of the *courrier* is certainly as great as the distance between the prose of Walter Pater and that of the railway porter cited above. To imply that there is no literary French to be learnt and acquired is an indirect insult to a nation who, as far as teaching the technique of literary art goes, is far in advance of ourselves.

Why the French professors have never protested against the insinuation is hard to explain. They had only to in-

vite their classical colleagues to send a deputation to Paris to be present at one of the examinations like the *agrégation* to realize once and for all the futility of the accusation. If such a deputation is ever sent, it probably will come back not only thoroughly converted, but also, very possibly, furnished with some useful ideas for improving Classical and English as well as Modern Language studies.

HISTORY AND THE MODERN HUMANITIES.

By H. L. HUTTON.

HISTORICAL information is necessary for the citizen of a free country; for his national activities he needs to know how his country, his empire, grew to be what it is morally, socially, legally, economically—in politics, in military matters. England is not an isolated unit. It was once the tradition to insist on the relation with Rome and Greece, and to ignore the relation with Jerusalem. The relation with all Western Europe was that of prolonged or spasmodic hostility. Spain, Holland—France, even—were enemies whom we had beaten, and could now ignore. I put this attitude in the past, but it persists. The realization of the other units is the task of the history teacher and the modern language teacher. From the national standpoint it is necessary information. I do not put its interest in the foreground. It may be as dull as a grammar lesson, and as necessary. The teacher's part is to teach it well; then, like grammar, it will be interesting. The community of Western Europe, as opposed to the idea of isolated antagonistic units, is a necessary conception. We are still a long way from realizing even the British Empire as a unit. But both conceptions are necessary, and can be acquired. Great Britain, then, exists as part of a greater whole; that has to be learnt.

In the story of the building up of French nationality, of territorial France, of France as a social unit—an intellectual, artistic, economic, moral unit—the English pupil may learn that patriotism and nationality are not things to be taken for granted, not "free gifts of Nature," things that grow of themselves without the need of anyone to trouble himself, but the result of hard work and intelligent effort. So we may escape from our insularity of thought and action better than by the older concentration of attention on Athens and Rome.

This is the joint work of the history and modern language teachers. The ideal would be that the teacher should combine both functions, and this is possible in all but the most advanced stages of school instruction. The training of the modern language teacher must include training in history. In view of national needs, we must all study at least one foreign language. All are agreed that the first language will be French. In the study must be included the history of the people who speak the language.

Elementary Stage.

Part of this study will be pursued in the history course. The co-ordination of the work will be considered later. The amount of historical information conveyed to the pupil in French, day by day, may be small. If carefully organized it will add up to a respectable total in a few years. The material is suitable for all stages. The vocabulary and constructions can be adapted to all stages. They can be used in simple question and answer and in colloquial narrative. Charlemagne and Louis XIV were human like ourselves. They got up, washed, and went to bed; they ate and drank. The intensive study of modern languages is subject to the law of increasing returns. Simple historical narratives are as worthy a subject as daily life throughout the four seasons. This work will not add to the heavy burden of the modern language teacher. He may need

a little additional information, but the manipulation of it will be familiar to him.

Intermediate Stage.

Later, this information must fit into a framework for the whole of French history. Here the teacher will need some training in method, in which he must in turn train his pupils: the importance of planning, the selection of fixed points, dates, events, personages, how to select, how to fix in the memory by the relation of event to event, the time sense which is the essence of history. The material he can draw from historical narratives or from fiction. Historical narratives are a valuable approach to reality. Pupils are surprised to find that Paul Déroulède and Gustave Fautras really fought in the Franco-Prussian War.

Advanced Stage.

The traditional course in Latin and Greek has one definite advantage over the usual Modern Language course in that it includes historians, orators and thinkers. It brings the pupils into contact with something different from Homer, Sophocles, Virgil, and Horace, the literature of information and ideas, as well as the literature of imagination and taste. It is a second approach to reality. It reveals the dignity and interest of the world in which we live. Plutarch's *Lives* has become a proverb as a source of inspiration for plain living and high thinking. The infectious curiosity of Herodotus, the search for accuracy and causation in Thucydides, the psychological analysis of Tacitus, the patient pursuit of truth in Plato bring the mind into contact with reality by other routes than the poet and writer of fiction. And these historians and thinkers are as great artists as any of them.

Can we find their equivalents in modern languages? Surely the French historians of the nineteenth century can supply what we need in French. They deal with a longer stretch of time and with events of equal importance: one event of transcendent importance, the growth and influence of Christianity, is all their own. They are full of noble characters and heroic deeds. Their generalizations are of lasting importance. They are great artists. Michelet alone deals with eighteen hundred years of history. His *Jeanne Darc* is as inspiring as any hero of antiquity. His presentation of the spirit of an age or locality, of the people, of the nation, is of lasting importance. Guizot's methodic search for the essence of a movement or a period is a fine example of the logic of history. Taine's examination of the State, the Church and Education, is the work of a great thinker. Thierry's narrative of the Normans or Merovingians is as alluring as any romance. Michelet's *Louis XI* and *Jeanne Darc* are greater as works of art than Casimir Delavigne's, or Schiller's or Walter Scott's. Taine's portrait of Danton is as much a masterpiece as Racine's *Athalie*, altogether apart from their relation to facts.

Like all men, men of letters or men of science, they have the qualities and defects of their age. A study of French literature or of French thought in the nineteenth century is incomplete without them. France as she is to-day facing the German Terror cannot be understood without a study of her past, and the ideas which have moulded the last hundred years of that past can best be seen in the minds of her great historians. The disintegrating analysis of Anatole France can be seen in Taine, and the gospel of Barrès or of Romain Rolland in Michelet.

The recognition of the past that never dies, of the local soul of town and province, the personality of the crowd and of united France, the heritage of the middle ages, reformation and revolution, with conflicting aims and achievements, but all the possession of Frenchmen to-day, we learn in the pages of her historians.

I have not mentioned all the great historians of the nineteenth century—those familiar with them will know their value. I will make only a passing reference to the great historians of the present. The work of Lavisse and Rambaud and others contains suitable material for class use. If it is objected that the cost is prohibitive, might we not try to arrange for the separate publication of some portions at a reasonable price?

In any case such works should be in the sixth form library. Germany has a special clause in her copyright law about such educational work.

To these we must add the charming narratives of early writers like Joinville and Froissart, the acute contemporary criticism of authors like La Bruyère and Fénelon, and the rich store of *mémoires*.

There is no need to state the case for the orators and thinkers, for Rabelais, Montaigne, Descartes, Bossuet, Pascal, Voltaire, Bergson. Only one point needs emphasis. They all deserve study for their style as well as their contents, for their method as well as their matter. They all write great literature.

The University.

Both for elementary and advanced work the teacher must have some historical training at the University in the modern language course. Once the teacher has been through a course as a pupil in school, the work at the University will have a solid foundation. The University course must keep in view the needs of the student as a future teacher.

He will study history as an integral part of literature, not as the "background" so often mentioned but so little understood, that background which can be sketched in and then forgotten, that background which "illuminates" like the foot-lights, but can be dispensed with outside the theatre.

And in studying modern history he must not forget that further past of David and Aeschylus and Virgil. That must come into his scheme. We cannot study all history in the original tongue, nor indeed in English. The time available is not unlimited; we must make a choice. We must choose something of the East, of Greece, and of Rome. We can group the study round our study of the Bible.

The modern language teacher must know more than the history of the people whose language he teaches, just as he must know more than the literature of that people. In both cases he must know his own. He must not work in splendid isolation. Specialization has been the death of broad culture and the modern language master may revive it. Some economic, social and political history he must know to be a good citizen, and something of the history of science. These are parts of a whole, and he must not forget the whole for his own particular parts.

Philology and History.

At present philology holds the field. For the training of British citizens, historical training is at least as important as philological training. Philology must be included in the scheme, for the history of the language is part of the history of the people. We need specialists in philology; but in the past our attention has been too closely fixed on specialists. They cannot take the place of the average intelligent citizen in national affairs; they cannot do the work of government, or of fighting, for him. It is with the average citizen that the school teacher is mostly concerned. The average student must acquire some knowledge of forms and certain philological conceptions, e.g. the conception that language is not fixed but has grown according to a plan that can be traced. This can be done effectively in the study of English between the ages of Elizabeth and George V, with the help of a book like Bradley's *Making of English*; for ignorance of our own history, language, and literature will not be tolerated in the modern language teacher. His knowledge will be extended and strengthened in each of the foreign languages that he studies. Some additions to the grammars in use in schools are needed for this purpose.

The Relations between the Teaching of History and of Modern Languages.

In some schools the coordination of these subjects has already been arranged. The plan adopted varies with the organization of the school. Where the language master is a form master, he takes history in the junior stage, and perhaps in the intermediate stage. In this case there is no difficulty in working according to a plan within the form, but

we must co-ordinate the work of the different forms. Where the two subjects are taken throughout the school by specialists, some principles of agreement must be arrived at or the subjects will only touch by accident. In this case difficulties sometimes occur, but it is to be hoped that the spirit of co-operation will grow.

In either type of school a scheme must be adopted. A co-ordinated scheme was published in *Modern Language Teaching*, November 1915. Methods that can be employed by the language teacher were described in *Modern Language Teaching*, December 1914. Suggestions for a German scheme were published in *Modern Language Teaching*, February 1914, and a French scheme is appended to this article.

Some critics, both linguistic and historical, have attempted to differentiate between form and matter. They would assign the study of form to the teacher of languages, and the study of matter to the historian. Such a divorce is radically impossible. You may have bad form or bad matter, but you cannot have matter without form or form without matter. The attempt to act on this impossible principle is the cause of many failures.

In the higher forms in schools and at the University, there must be some division of labour for the relief of the teacher, and some variety in the teaching for the benefit of the student. But the essential unity of these studies must be recognized. It is impossible to understand an historian without a knowledge both of language and of history.

The modern language master has the advantage of knowing the foreign country, its language and literature, the life and ways of its people. He is thus provided with a key to unlock the meaning of their history, which can be given by no book study. But he must know how to turn the key. He should, too, be familiar with the distinctive foreign view of any character, action or period; this he can often learn in the course of general conversation, more especially if his mind is directed to such subjects.

Scheme for the Study of French History.

Elementary Stage.

Material to consist of typical anecdotes and simple narratives of heroic men and women. Songs, especially national songs, may form centres of historic information.

The vocabulary and constructions will be those used in the rest of the work. The narratives should form part and parcel of the course, but it is also possible to use a collection of such narratives side by side with it.

The possibility of using such material in the first year depends on the age of the pupil. It ought to be possible in the second year.

Intermediate Stage.

A.—The narratives will be more complete, but still specially prepared, though historical novels and stories can be used, and longer poems. Short lectures may be delivered by the master, or by one or more of the pupils. Scenes may be dramatized and acted by the pupils.

The subjects will be taken especially from persons and actions hardly mentioned or altogether omitted from the history course as such, e.g. Saint Louis and Henri IV.

A few simple devices will correct the isolated character of the instruction, and introduce the sense of continuity:

1. The pupil must give the time in English history, marking it by some date and personality or event. Saint Louis is the contemporary of Henry III. Henri IV is assassinated in 1609. Elizabeth died in 1603.

2. He must place the events and people on the map: Charlemagne at Aix-la-Chapelle (Ardennes), The Normans at Rouen (Seine).

3. He must look before and after in French history: connect the French Revolution with Louis XIV and with Napoleon.

B.—To the material mentioned in A. will be added distinctively historical material like Michelet's *Jeanne Darc* or *Louis XI* (the later part) and collections of extracts.*

The teacher should now begin to use a plan into which all French history can gradually be fitted. He must select a limited number of names and dates as his fixed points:—

1. Clovis, Christmas, 496—connexion with old Roman Empire and Christianity.

2. Charlemagne, Christmas, 800—Holy Roman Empire.

3. Les Normands, 911, Rollo at Rouen—connexion between France and England.

4. Louis IX (1226–70, contemporary of Henry III)—Medieval Christianity; Crusades.

5. Louis XI (1461–1483, contemporary of Edward IV)—builds the "bastion de l'Est" and other bastions.

6. François I, 1525, Pavia (or 1520, Field of Cloth of Gold)—Renaissance; Reformation.

7. Henri IV, 1609, murder (Elizabeth died, 1603)—Failure of Reformation in France.

8. Louis XIV, 1643–1715 (Civil War, death of Anne)—1685, Revocation of the Edict of Nantes (1688, English Revolution)—The attempt to dominate Europe.

9. Revolution, 1789; Restoration, 1815. The modern world dates from this year in Western Europe.

10. Revolution, 1830 (Victoria, 1837).

11. Revolution of 1848. Year of Revolutions in Europe.

12. Franco-Prussian War, 1870. Followed by the Third Republic.

* These extracts may be long or short. They can be used for ordinary class work or for unseens and dictations. On them may be based free composition.

Scheme for the Study of German History. "Modern Language Teaching," March 1914.

A.

1. 800 A.D., Charlemagne—Holy Roman Empire.

2. 1521 A.D., Luther—The Reformation.

3. 1618 A.D., Wallenstein; Gustav Adolf—The Thirty Years' War.

4. 1740 A.D., Frederick the Great—The Rise of Prussia.

5. 1813 A.D., Blücher—The War of Liberation.

6. 1871 A.D., Bismarck; Moltke—The Union of Germany in the Empire under the leadership of Prussia.

For A, the material must be written or adapted for the purpose in the form of simple anecdote or narrative. Lyrics connected with the great men should be learnt.

B.

(Additions in following year.)

918 A.D., Henry the Fowler—Das heilige römische Reich der deutschen Nation.

1152 A.D. (Henry II of England), Barbarossa—Greatness of the Empire.

1212 A.D. (Great Charter), Frederick II—The Empire and Italy.

1273 A.D. (Edward I of England), Rudolf von Hapsburg—Rise of the House of Hapsburg.

1640 A.D., The Great Elector—Prussia's gains at end of Thirty Years' War.

1740 A.D., Frederick the Great—connected with Clive and Wolfe.

1805 and 1813 A.D., Königin Louise, Stein, Scharnhorst, von Humboldt—Jena as well as Leipzig; Reorganization of Prussia.

1864 A.D., Danish War—related to Franco-Prussian War.

1866 A.D., Austrian War.

For B, we can add something from Luther's translation of the Bible and from his other works.

Passages can be taken from Schiller's *Wallenstein*.

Passages from Lessing and Goethe.

Much of the material must still be specially prepared.

Portions of ballads and lyrics will be learnt by heart.

C.

We begin the study of German history in German authors. At first we shall draw chiefly on Schiller and Freytag, e.g.:—

1. Selections from *The Thirty Years' War* will be read, with selections from the *Lager*, the *Piccolomini*, and *Wallensteins Tod*.

2. Freytag's *Frederick the Great* will be read, with Lessing's *Minna von Barnhelm*.

3. Selections from Goethe's *Autobiography* will be read, with selections from his poems.

FRENCH POETRY IN THE CLASSROOM.

By HARDRESS O'GRADY.

MOST teachers are agreed that it is good to set a certain number of poems to be learnt by heart. Prose, too, suitably chosen, can be made to serve similar purposes. But not all teachers are agreed upon the object of such work and upon the methods which should be applied to carry it out.

Perhaps it would be more correct to say that few have given the matter much thought. Learning by heart was good—obviously—and there the matter remained. Yet it is evident that the matter need not remain there, and, if we can be certain of our objects, we shall be more certain of our method and more successful in our results.

The objects of teaching pupils to learn poetry by heart would seem to be (1) general literary training; (2) the enrichment of vocabulary; (3) the perfecting of pronunciation by practice, the perfecting of enunciation and the teaching of intonation, a much neglected side of language training. The methods arise naturally from the objects, but it is well to be more precise in our conception of these objects, certainly with regard to literary training and vocabulary. Finally, we must consider the question of matter and its suitability for recitation.

The question of general literary training is very vaguely treated in England. There has been little demand for it, and now that the demand is being made we must turn to France for methods and principles. With the small amount of time at our disposal for the teaching of French, French speech, French reading, French writing, we cannot give more than a small proportion of hours to general literary training in French. If English literature had received attention, if a general method of literary criticism in English existed, we should have less difficulty and more time. But before we satisfactorily introduce *explication de textes* or *explication française* we must practise the method in English. Or else we must be content to do a very little very well. It is here that preparation of French poetry for reciting comes to our aid. Limitation of space allows only the most summary treatment of the matter in this article.

First, we must at once distinguish between *questionnaire* and *lecture expliquée*. The latter expression is being quite wrongly used for the former. Questions on grammar, syntax, vocabulary are emphatically not *lecture expliquée*. Questions such as "Que fit Charles?" "Que dit Marie?" "Qu'est ce qu'une porte?" are not *explication française*. No, sir! *Explication française* is an arduous intellectual exercise, a rigorous application of scientific method. It is the study of form—the shape of a piece of prose or of a poem, its building up, its development, its parts and their relation to one another—and of matter, its content, its expression of the poet's thoughts, its relation to thought at the period and in contrast with thought at other periods. There is no limit to the treasure-trove of *explication*. Read Roustand and Rudler! But there is a limit, very definite, to what can be done in a French class in an English school.

Now the French authorities are agreed that the preliminary to a good *explication* is reading aloud of the piece. A French *rapport* says: "Un texte bien lu est déjà à demi commenté." And it will be discovered that to recite aloud a French poem really well we must make up our minds (a) as to what the author means to convey; (b) what method of building up, contrast, or rising to a climax he has used; (c) what lesser differences and contrasts serve to bring out the full meaning. All this is, of course, part of an *explication*. Next, we must translate our discoveries into our speech. We must show, by our general tone, speed, force, what is the author's general intention. We must show, by contrasts of tone, speed, force, the main contrasts of the poem, or by increase and decrease of tone, speed, force, any working to a climax, any relaxation. Finally, we must translate into our voice any finer stresses, contrasts, meanings. Who will deny that when a poem has been so studied, and by such a method committed to memory and recited, a real addition has been made to a pupil's knowledge of the poet and to his general literary training. For we have shown how thought, passion, and expression fuse; how words live as brothers, reacting one upon the other; we have used rigorous logic to discover inner truth; and in the effort to convey to the listener that which we have discovered we are educating our minds humanely.

Next, by committing to memory French poetry, after thorough examination both by *questionnaire* and by *explication*, we enrich our vocabulary. *Evidemment!* But let it be assured that the pupil is given an opportunity of using new

words, and perhaps phrases, in some written exercise. Only by immediate reproduction do we remember for future reproduction. The question of vocabulary is intimately bound up with that of selection, treated farther on in this article. Granted that suitable material has been chosen, we must make quite certain that the French of the poem is thoroughly understood before we proceed to *explication* as needed for recitation. We shall use the ordinary Reform Methods of question and answer, but we must never be afraid to supplement, or even to supersede, such methods by translation. But it is the teacher who must translate, or the chosen pupils after very careful preparation. In the lower forms it must be the teacher. In the senior forms teacher and chosen pupils will share this delicate and honourable task. Always the final version will be deferred till all possible preliminary work is completed. Ill prepared translation is criminal.

Thirdly, it is obvious that in recitation, in the preparation for recitation, we have a ready means of testing and perfecting pronunciation. The practice of sounds singly or in combination, while it is indispensable, does not of itself assure a correct pronunciation when the pupil is conversing or reciting. Constant correction in conversation is necessary, more especially where the foundation has been bad. For the perfecting of enunciation, that is the sending forth of the combined sounds of the poem in their full natural clearness and beauty, rounded and clear-cut (these are not phonetic terms), the reciting of French poetry is valuable. If the teacher be a sincere lover of these things, and if some of the passion of sincerity and endeavour has passed into the pupil from the teacher, then the attempt to utter the poet's words as he would have them uttered must react on the general enunciation of French. Lastly, as regards diction, the reciting of French poetry will help us greatly, if we do our best, to inculcate habits of intonation. Without a French intonation no one can be said to speak French well. Intonation is of the very essence of a language since it is formed in the larynx by the vocal chords it is the very expression of national existence. This is not nonsense. Read the modern physiologists to understand how closely throat reactions are connected with the human being's passions. A national habit of intonation will probably be found closely connected with national characteristics. Is not the falling intonation of the Englishman a sufficient indication of his *morgue*?

How to impress intonation on the pupil is a problem by itself. There is the gramophone . . . But, for any teacher who possesses a voice that is not a croak, it should be a matter for shame to use a blatant mechanism where the living tones of a human being can be used. Briefly indicated, a method which gives good results is: (1) To make the class repeat phrase by phrase, line by line, in absolute monotone. This eliminates the tendency to give the English intonation. (2) To replace, phrase by phrase, the monotone by the correct French intonation. This is obviously a case for drill. No excuse is needed. The sergeant has a place in the French classroom!

Finally, there is the question of suitable matter. As far as possible the poem chosen will be composed of ideas reasonably easy to understand by the children of the class. Concrete ideas, narrative, appeal more to the younger child. Such poems in French are not easy to find. Generally, modern poems will be chosen before poems containing archaic expressions. But we are surely not going to allow a girl or a boy who has completed a five-year course in French to leave school without knowing a poem or two by Charles d'Orléans, by poets of the *Pléiade*, some of Lafontaine's *Fables* (these are more easy to choose), and a few scenes from Molière. Everything rests with the teacher. The pupil must be warned not to use this archaic expression or that in his speech or in his writing. But how infinitely gracious some of those old expressions are! And must we banish from the school, perhaps the only place where Tom or Alice will have such a chance, the sage old Molière because he used words like *bailler*?

No poetry prepared and studied and learnt by heart for recitation in the manner indicated will ever be forgotten. All who care for the beauty of words and of man's emotions:

will agree with me that such work will endure, a precious possession for a life.

MODERN LANGUAGE STUDIES AFTER THE WAR.

By Prof. H. A. STRONG.

EVEN before the War it was widely felt that, if we were to hold our own in learning, in arts, or in commerce, it is above all things necessary to improve our teaching of modern languages, and discussion has been rife as to the best methods of teaching and of acquiring them. All such discussion is good and useful, and the fact of its existence shows a widespread feeling that all is not well in this particular department of education. The War has intensified the desire of all thinking persons for the better training of our scholars and students in modern languages. Officers and soldiers are loud in their regrets that they, after all their schooling, are practically monolingual; chambers of commerce are constantly impressing on young business men the advantages they are neglecting by their ignorance of the language of their customers; and society generally, including our politicians and our legislators, has taken to heart the fact that, had the tongue of our adversaries, or even those of our Allies, been familiar to our educated classes, we might have been forewarned of the evil to come. It is therefore well that methods of teaching modern languages should be discussed; but it is of more importance still that our schools and Universities should instil into their pupils the conviction that the study of modern languages is to be taken as seriously as that of Latin or Greek or mathematics, and is no longer to be regarded as the Cinderella of the curriculum.

A new spirit is required in our schools, a spirit of respect for learning and for things intellectual generally, but in particular for modern languages and their literature. This spirit can be largely created by school teachers and professors, and depends upon the magnetism of their personality and the seriousness which they attach to their calling, but it depends as well on the degree of importance attached by the parents of pupils to modern languages, and on their influence on the younger generation.

There are two questions with respect to the teaching of modern languages which will have to be carefully considered as affecting education in these subjects after the War. The first of these is what modern languages are to be taught, for the present world crisis must necessitate a shifting of values. We may safely take it for granted that under normal conditions French will continue to be the standard language taught in schools. Our admiration of and affection for our Allies will make us more attached than ever to their beautiful language and literature. Still, it is conceivable that in certain circumstances it may be found advisable to study another language instead of French; and in such cases permission would naturally be granted by the Governors and the Board of Education.

It is highly probable that the tendency in many secondary schools will be to drop altogether the study of Greek and to substitute for it a second modern language. Hitherto the second modern language has been German—and, indeed, our schools have hardly had the chance of teaching any other modern languages but French and German. But new linguistic claimants for appreciation have appeared on the scene, resting their claims partly on the intellectual, partly on the material, advantages which they have it in their power to offer. Spanish, Italian, and Russian are the chief claimants, while sensible persons will agree that, however the War ends, German will be a necessity for scholars, scientists, and for many business men. It would seem, then, that, as it would be impossible to teach more than two modern languages in our ordinary secondary or public schools, different schools should be encouraged to specialize in the teaching of a second

language. The choice would be determined by different circumstances, such as the wishes of the parents of pupils, the opportunities of obtaining good teachers of the language in question, &c. Of course, the Universities will have a great influence in deciding the question of a second language according to the greater or less recognition which they accord to its teaching. But it must always be recognized that languages have different educative values, varying with the age and circumstances. Thus, Latin ceased to be the dominant language of culture when it ceased to be the *lingua franca* of scholars. French lost some of its importance when it ceased to be the necessary vehicle of diplomacy. German has lost some of its value since rivals in intellectual culture are pressing their claims. Amongst these rivals Russian is the latest, and apparently the claimant which has succeeded in most successfully enforcing its claims on our educational world. The English public have discovered, to their surprise, that Russia boasts an extremely interesting literature, and that advantageous commercial openings are offered as a certainty to those who will equip themselves with a thorough knowledge of the Russian needs and of the Russian language. It cannot be too frequently insisted upon that splendid commercial successes are open to any British firms who will take the trouble to send out to the vast Empire of the East agents fitted in every way to secure the aims of their employers.

The present writer has been informed by an important Russian merchant that the agents of British commercial firms are very rarely met with in Russia, and, when met with, they are astonishingly ignorant of the right methods of achieving success with the Russian people. The Germans, on the other hand, have long since mastered, not merely the language, but the psychology of the Russian people, and hence their superior success in trading with the inhabitants of Russia. Now, the Russian language is very difficult, full of idioms, of quaint turns, of proverbs, of sentences begun and left to the interlocutor to finish. It is the outcome and reflection of a civilization in every way different from our own; the Russian psychology differs from the British psychology; the atmosphere in which the Russian lives and moves contrasts markedly with our own. Consequently, it must be impressed upon our young men who wish to make their way in commerce among Russians that it is imperative upon them to pass some time in Russia after acquiring the language in order to gain acquaintance with the thought and habits of the people with whom they hope to deal, and to adapt their manners to those of the Russians, and to get to know their peculiarities. They must lay aside their national brusquerie, and must endeavour to follow the workings of the Slav mind. They must remember that the upper classes of Russia (the so-called *Intelligenzia*) are very highly educated, and intolerant of vulgarity. Such students as will learn to know Russia and its language in this spirit will find in the vast Empire of our ally plenty of scope for their energies, and, it may be, a fine career. For the literary student, too, Russian offers a modern substitute for ancient Greek in the fullness of its inflexions and in the number and delicacy of usage of its linguistic particles, as well as in the novelty of the views of life taken by the best Russian authors.

Mme Jarintzov, in the book lately published on *The Russians and their Language*, asserts that "the Russians possess an extremely developed sense of what a scientist would call a *flair* for discovering the mood and position of others, an extreme tact, quickened not merely by diplomacy, but by genuine refinement of feeling, not only thinking *for*, but feeling *with*—they possess a word, *chutkost*, to express this sense." She also states truly that it would be impossible to converse in Russian if the speakers were confined to the few forms of address used by the English. On coming to live in England Russians feel uncomfortable in being addressed as if they were nonentities without any names or personalities. The customary way of addressing people belonging to different societies must be mastered and used naturally. It is then easy to understand that a residence among Russians is indispensable for anyone wishing to succeed in commerce or in society in the countries of our Allies.

A question will also arise as to who is to teach Russian in the schools where that language is the second language taught; are the teachers to be Englishmen or Russians; and how is their capacity to be tested? It is universally agreed that teachers of modern languages should, as a rule, be Englishmen qualified and approved as capable teachers, and it is to be regretted that there is as yet in this country no authority possessing the power to decide on the qualifications which form a teacher's fitness for his post. For the present we must content ourselves with the best teaching we can get, whether from Russians or from Englishmen. But it is important that some constituted authority should be brought into being which can decide as to the fitness of the teacher. Practically the best committee for the purpose would be one composed in part of the accredited teachers of Russian in our Universities, and local County Councils should be represented by delegates chosen among their members for their knowledge of the educational needs of the school district.

In a few years we shall have plenty of young Englishmen and Englishwomen qualified to teach Russian, for large numbers are studying this language alike in our older and more modern Universities, and, fortunately for us, a fair number of our University students after taking their degree are glad to accept tutorships in Russian families, where they have exceptional facilities of mastering the Russian language and learning to appreciate Russian ways of thought. Meantime, the schools must act on the legal principle of *caveat emptor*, and we must trust that Russia will send us some good material from which to select our teachers. We must also trust that scholarships and bursaries may be established in our Universities to be held by students learning Russian, and it is gratifying to hear that a beginning has already been made in this direction.

CORRESPONDENCE.

THE DIRECT METHOD AND TRANSLATION.

To the Editor of The Journal of Education.

DEAR SIR,—Practical teachers of modern languages are getting a little weary of the Direct Method controversy. Fifteen years ago it was different; we were delighted with the new learning and readily became converts. Since then we have been putting principles into practice, comparing theories with results, making, not occasional, but daily experiments, with the result that many of us have been led by practical and unavoidable difficulties, by the exigencies of existing conditions, to modify our methods considerably. In some cases, further investigation has even led us to modify our principles. Every efficient teacher who has thus been through the mill has by now found the particular method which suits him best, which *pays* best in the highest sense of the word, and he is apt to be a little impatient of the "experts" (often self-constituted and seldom engaged in daily school teaching) who lay down the law. He passes them by in silence and gets on with his work.

This attitude is perfectly natural, but it is to be regretted because this silence is likely to be misconstrued. We are looking forward to a great educational awakening after the war. Modern languages have been honoured by the formation of a special departmental committee on which those engaged in, or closely connected with, modern language teaching are, rightly or wrongly, scarcely represented at all. The first step towards progress is to clear the air, to give those concerned an accurate idea of the existing state of things. In the English educational world there has been a strong tendency of late years to pay great heed to the theorist, while the actual teacher, who is alone able to realize the practical difficulties of his work, has kept modestly in the background. *Litera scripta manet*, and it is not advisable that the record of opinion should proceed from one side only. It is from these considerations that I venture to reply to some of the points raised in Mr. Kirkman's letter. My own inclinations would lead me to keep silent.

Mr. Kirkman's suggestion that opposition to Direct Method tenets often springs from the fact that the teacher has not sufficient command of the language to put them into practice, strikes me as

being as ungenerous as it is untrue. We have heard it before, and the trotting out of this antique weapon would seem to suggest that Direct Methodists are hard pressed. To change the metaphor, one cannot help being reminded of the legal adage, "No defence; abuse the plaintiff's attorney." I had hoped that this *argumentum ad hominem* had already been consigned to oblivion, together with its fellow which waved aside every reference to unsatisfactory results as being "the fault of the exponent."

My experience leads me to the opposite view. It is the man whose knowledge of a language consists *only* in a certain limited and often inaccurate conversational fluency, the man whose qualifications are described by the familiar formula "modern languages acquired abroad," who is most anxious to air this knowledge in the classroom to the exclusion of the mother tongue. It is the teacher whose serious study of a language has inspired him with too much respect for it to be content with mere psittacism, who tends to part company with the Direct Method, in some of its applications, in favour of what he considers more intelligent procedure.

It is to be hoped that the day will soon come when such a gibe will be rendered impossible by the institution of a qualifying examination in England similar to the *Certificat d'aptitude* in France. Such a certificate would be a guarantee not only of a teacher's ability to read, speak, and write the language correctly, but also of his knowledge of its origins, grammar, historical development, and literature. At present there is no fixed standard by which elective bodies may judge of the varied qualifications offered by candidates for modern language posts, and the vague and often worthless claim to "residence abroad," or the possession of some irrelevant and valueless foreign degree, often counts more in the eyes of the uninitiated than more solid recommendations.

In spite of this confusion, however, there has been a considerable levelling up in the standard of late, and, whatever may have been the case twenty years ago, it would, I think, be difficult at the present time to find, in any reputable school, a teacher whose ability to speak the language was not equal to the demands of the Direct Method. Indeed, the weakness has not been entirely on the side of the teachers in the past; the theorists have not all been distinguished for their high attainments. In the first flush of the revived interest in modern languages, now nearly twenty years ago, there were not wanting instances of men with poor or unmarketable degrees in other subjects, who, after a visit or two to the Continent, "picked up" a knowledge of French or German, and forthwith blossomed out into "experts" on method.

Mr. Kirkman is surprised to learn that the building up of the habit of direct association is aimed at by any but the followers of the Direct Method. Yet, strange as it may appear, such is indeed the case. Every serious modern language teacher aims at giving his pupils a sound working knowledge of the language, or, at least, at starting them well along the road. This, of course, ultimately involves direct association. I have not yet met anyone who contended that ability to express oneself efficiently, or to read with ease and understanding in a foreign language, could possibly go hand-in-hand with mental translation. But "the longest way round" is sometimes "the shortest way home."

Time—or the lack of it—is the preponderant factor in the case, and numbers—in the shape of large classes—the next in importance. Sooner or later we are brought face to face with the fact that a child cannot obtain a sound working knowledge of a foreign language by devoting from three to four hours a week to it over a course of four or five years. We are faced with this alternative: shall we concentrate from the start upon the actual practice of the spoken language and the building up of direct association and *Sprachgefühl*, compelling the pupil to acquire the foreign language as he did his own, by using it; or shall we cut some of this procedure short by a judicious use of translation, so that we may traverse more ground and give the learner a general view of the language in its entirety—in other words, shall we supplement our practical work by a certain amount of theoretical teaching? My experience is that under the first system the small additional amount of facility in speaking is more than outweighed by the fragmentary nature of the pupil's knowledge of the language as a whole, and that he soon loses all that he has acquired when once he leaves school.

The Direct Method, rigidly adhered to in large classes, is too slow. The pupil must cover the whole field of grammar—accidence and syntax—if he is to leave school with a grasp of the language on which he can build, as a sure foundation, if future opportunities of practice come in his way, and which will remain with him as a permanent possession in any case. After all, we, of the older generation, had such a foundation laid for us. At the age of fifteen I not only gained distinction in French in the Junior Cambridge Local Examination, but used to read French authors at home for my own pleasure, and I was not in any way exceptional as compared with my contemporaries at school. Further, when I first set foot

on French soil a year or so later, I found to my delight that I could make myself understood. The old method was not *all* bad.

But suppose that, by the exclusion of English, we *do* succeed in setting up direct association as regards the very restricted vocabulary concerned (a doubtful supposition to my mind), the process has to be continued, for the greater part of the language, after the school course. In fact, direct association, like *Sprachgefühl*, can only be built up gradually by long and continuous practice of the language on an extended scale. To contend that three or four hours a week devoted to French (to say nothing of deductions to be made for mere matters of routine and the sharing of this time among a score or more of pupils) will enable a child to think in the language is to me absurd. If I am wrong, it should be possible to produce instances to prove the contrary. I am therefore convinced that we should concentrate chiefly on giving our pupils the *knowledge* of the language necessary for correct speaking or writing, that we should cover more ground, that we should aim at a general and accurate survey of the *terrain* rather than minute familiarity with one little corner of it. To spend most of our time in trying to get our pupils to speak French, and to write French in the form known as Free Composition, while their vocabulary is exiguous and their grammatical knowledge hazy and fragmentary, is to ask them to build without materials, to make bricks without straw.

There is much confused thinking on the question of direct association. The English child forms such an association between the word "dog" and his mental image of the animal denoted, because this is the first and the only name for the object that he has heard, and the association soon becomes "inseparable." Thus, when, later on, he is introduced to the French name *chien*—whether by a picture or any other method designed to exclude the mother tongue—as soon as it is clear in his mind what object is referred to, the word "dog" at once leaps into consciousness and is henceforward instantly suggested by the word *chien*. If he subsequently stays long enough in France to saturate himself with the language, hearing and speaking it, and no other, all day and every day, the association of the two names will grow weaker as that between the French name and the object gains strength. I do not believe this can happen at home in the occasional French lesson. Of two boys who thus go to France, the one who will the more readily assimilate the language in this way will, I believe, prove to be, not he who has spent his time in trying to gain colloquial facility and to form direct associations, but he who has got a grip of the theory of the language—in other words, mastered the grammar. By mastering the grammar I do not mean studying it in the abstract and in isolation, but by practical yet intelligent and conscious application.

The reading of texts by large classes, without translation, is attended by difficulties, to my mind, insurmountable. If the text is sufficiently easy to be not only well within the powers of the class, but rather below them, it can certainly be done; and this kind of rapid reading, in which probably no boy understands all that is read, and many have a very imperfect notion of its meaning, has its uses as an occasional exercise. Even in this case, however easy the text, if we stop to explain, in the foreign language, everything that *any* member of the class fails to understand, and every word with whose meaning *someone* is unacquainted, we shall get through very little, and what we do read will have its interest killed in the process. It is better, if we do it at all, to go on with little or no explanation, and to be content with partial comprehension on the part of the class. But here the great difficulty is to find texts which are sufficiently easy without being babyish—a fatal defect in the eyes of boys. As to the amount of progress that is likely to be made, we are too much in the dark to be able to judge. I confess that I am very sceptical. Sharp and earnest pupils may increase their vocabulary and their knowledge of the language by puzzling out meanings from context, but the majority will hardly make this effort. They are more likely to regard the lesson as an excellent opportunity for remaining in that state of mental repose so dear to schoolboys.

When we come to more difficult authors, the obstacles are still less easily surmounted. Explanations in the foreign tongue, even if we succeed in avoiding the fallacy of *ignotum per ignotius*, will be so frequent and prolonged as to destroy all interest in what is read. If we resort to English to save time, we might as well translate. If we invite questions on points not understood, we shall get them—from a few ardent spirits. Others will be content not to understand, and some who would like to do so will be discouraged by the difficulties with which they are faced.

But Mr. Kirkman tells us that we should not put our pupils on to more difficult texts until they can read and understand them without translation. I cannot see that this procedure is likely to be any more successful than that of refraining to go into the water till one has learnt to swim.

I regard translation as a necessary evil. All things considered,

I am convinced by my experience that, with large classes and limited time, it pays best to translate (of course, after reading the passage in French), and then to make what has been read the basis of conversation and oral reproduction in the foreign language. If our pupils were in France, hearing and forced to speak French all day, if they had a daily French reading lesson, translation would be unnecessary. Their vocabulary would grow naturally, as in the case of the mother tongue, by an almost unconscious process of inference. Natural methods demand natural conditions; artificial conditions involve artificial methods.

S. A. RICHARDS.

3 Sylvan Avenue, Bowes Park, N.

STATISTICS ON BUSINESS AND COMMERCIAL EDUCATION.

To the Editor of The Journal of Education.

DEAR SIR,—The Central Committee for National Patriotic Organizations is anxious to draw up for publication a brief, but complete, statement of all educational facilities (including grants, scholarships, &c.) now in existence or in contemplation throughout the United Kingdom which deal with commercial and business education, with special reference to foreign commerce as conducted in this country or overseas. For this purpose I have approached, I believe, all the Universities, Colleges, Chambers of Commerce, and various other Associations interested in the question, and a very large amount of valuable information has already been received. In case, however, any source of knowledge has been neglected, I shall be very glad if you would kindly publish this letter, and I should be grateful to any heads of colleges, schools, institutions, &c., offering such facilities, who would forward a statement to the Secretary at this address.

It is hoped that this publication may be followed by a second, in which criticisms of the present system and practical suggestions for the future, collected from educational, business, overseas, and occasional experts, and divided under definite subject headings, may be embodied.—Yours faithfully,

HENRY CUST.

Canadian Pacific Building,
62 Charing Cross, London, S.W.

GILCHRIST EDUCATIONAL TRUST.—The Trustees announce that, in February next, they will proceed to the election of a candidate for the Studentship in Geography (£80), founded for the improvement of the teaching of geography, by giving an opportunity of further geographical study to the teacher who seems likely to make the best use of such opportunity. All applications must be made, before January 25, 1917, to Prof. Lyde, at University College, Gower Street, London, W.C.

JAMES ALLEN'S GIRLS' SCHOOL, DULWICH.—The annual distribution of prizes and certificates took place on Friday, November 3. The Chair was taken by D. C. Richmond, Esq., C.B., Chairman of the Governors of the School, and the prizes and certificates were distributed by Miss R. Oldham, M.A., Head Mistress of the Streatham Hill High School, who gave a most interesting and helpful address on the subject of "Openings for Educated Women." This year, as last, on account of the War, certificates were given instead of book prizes, except in the case of those prizes for which there are special endowments. The Chairman announced that the Board of Education had renewed for a second triennium the special grant of £150 a year made to the school for the extension of its outdoor botanical work. He went on to say:—"The exigencies of the War press heavily, not only on our homes, but also on such a school as ours. We, the Governors of James Allen's School, have readily complied with the demands made upon us for the exercise of a stringent economy, and we have, in fact, made various retrenchments of expenditure to the full amount required of us, in such manner as in our judgment will least interfere with the good working of the school. The effective maintenance of the high standard of work of which we are proud is with us a paramount object; and if, in our methods of economy we have not been able to fall into line with those laid down by the London County Council, to whom we are indebted for valuable assistance in the past, we can only regret that a difference between us should be maintained on grounds which appear to us to be so insufficient."

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A Serious Question

SCHOOL FEES.

It probably will always be impossible to lay down any general rule on this subject, or to get it adopted or adhered to if one could be drawn up; and, of course, the War has brought its special difficulties. But it does seem advisable to give the matter careful consideration.

A year ago it appeared certain that school fees generally would have to be reduced. For a time very few inquiries came in at full fees; many parents, suddenly uncertain as to the future, were unwilling to commit themselves to the payment of charges of schools that otherwise they would have selected. But by now the new conditions have become more familiar, and parents, like others, are trying to adjust themselves to them.

In discussing the subject we are not claiming any authority to which we are not entitled. If we place a large number of pupils, we have to pay out in advertisements a good deal of money to secure them: a method which, under various forms, explains the success of many other business concerns, including good schools. But, at any rate, our experience should make our opinion worth consideration. And it is that the reduction of school fees on account of the War has, on the whole, been very much overdone, and in many instances has been both needless and unfair. After all, the first question ought to be—

Is it Necessary ?

Certainly it is neither necessary nor wise to *offer* reductions; and even where these are asked for, Principals might do well to weigh the request carefully.

Some parents have in the matter of school fees, as in other directions, been tempted to trade on the War, and to appropriate concessions that ought to have been reserved for the really unfortunate. It is a question how far they are to be blamed if they see reductions in fees advertised indiscriminately, and find Principals anticipating any possible suggestions of the kind from them; and it is evident that Principals would not do so if they could be convinced that such an offer was gratuitous and uncalled for.

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Is it Right

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